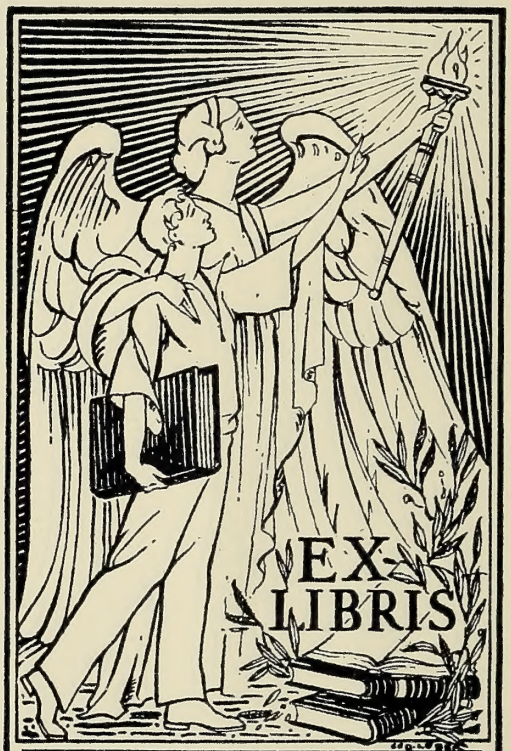

A HISTORY OF THE WASHINGTON STATE SCHOOL FOR THE BLIND

By

Don Donaldson

Perkins Institution
Watertown, Mass.
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CONTENTS

C O N T E N T S

A HISTORY OF THE WASHINGTON STATE SCHOOL FOR THE BLIND

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INTRODUCTION

The casual visitor to the Washington State School for the Blind carries away with him a vivid picture -- a picture of five stolid brick buildings set closely together and overlooking the beautiful Columbia River valley with its orchards, dairies and city lights; of smiling boys and girls, strolling arm-in-arm on the walk that parallels the front of the buildings, vieing with one another on the spacious lawns, playing football, wrestling, flying kites or roller skating; of scholastic activity with children rushing about with slates in their hands and braille books under their arms; and over all, the strains of various musical instruments -- piano, violin, cello, pipe organ, clarinet -- blended in sweet discord.

The visitor, if he be of an inquiring mind, may ask: What lies behind the happy, bustling life of this institution that releases almost daily souls imprisoned by physical darkness and gives to them wings of freedom to soar to personal triumphs? What is its history? And should he care to delve into the records of the school to learn this, he will find his effort of little avail, for nothing heretofore has ever been written on the history of the education of the blind in the State of Washington, except a few scattered and unrelated facts.

That this story might be reconstructed in its fullest detail is the purpose of this paper. Search for data on the subject has carried the writer to the documents and files of the Washington State School for the Blind, to the library of the University of Washington, the Law and Widener libraries of Harvard University, and the Blindiana of Perkins Institution. He has read all the reports and many papers of former directors and superintendents of the Washington School, the reports of special commissions, legislative house journals, gubernatorial messages, and innumerable newspaper clippings. Even a number of reports from other schools for the blind and the proceedings of the American Association of Instructors of the Blind have been scanned with the hope of shedding further light on the subject.

From this extended research has evolved this paper, which, the writer sincerely hopes, may be of service to others interested in the history of the education of the blind in the State of Washington.

A HISTORY OF THE WASHINGTON STATE SCHOOL FOR THE BLIND

I

The history of the education of handicapped children in the State of Washington begins with the date 1886, at which time a territorial school for defective youth was established; but legislation relating to the blind and deaf antedates this by many years. As early as 1861 a law was enacted in the territory which exempted from taxation a sisterhood of blind women. In 1881 there was introduced into the territorial House of Representatives, and defeated, "an act to exempt the blind from school tax".[1] In November of that year a bill was presented to the same body which aimed to provide for the education of deaf-mutes -- the earliest attempt to establish a school for handicapped youth in the territory. The bill was turned over to the Ways and Means Committee, approved by that group, but later killed. A similar act, "appropriating money for the care and education of indigent deaf-mutes",[2] was rejected in 1883 by the Legislature.[3]

Nothing more was done in the interest of the deaf and blind until the territorial legislative session of 1885-86. At that session a bill was passed which established at Vancouver, in Clark County, the Washington School for Defective Youth for the education of the deaf, blind, and feeble-minded children of the Territory of Washington.[4] This bill also provided for a

1. House Journal of Territory of Wash., 1881, H.B. 8, Pp. 26,80.
2. House Journal of Territory of Wash., 1883, H.B. 35, P. 81.

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1. House Journal of Territory of Wash., 1881, H.B. 8, pp. 26,80.
2. House Journal of Territory of Wash., 1883, H.B. 36, p. 21

board of trustees consisting of five members to manage the affairs of the institution; stated the qualifications, duties and salary of the director; and specified the opening and closing dates of the term, the fiscal school year, application for admission, admission of non-residents,[5] etc. The bill was signed by Governor Watson C. Squire on the Third of February, 1886.

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3. This list of legislative enactments relating to the blind and deaf prior to 1886 is not comprehensive.
4. Code of Washington, Sec. 1979-2003, Pp. 352-354: "That a state school be, and hereby is established, to be known as the Washington School for Defective Youth, for the education of the deaf, blind and feeble-minded youth of the State of Washington.
"The location of the said school shall be at Vancouver, in Clark County.
"Said school shall be free to all resident youth in the State of Washington, who are too deaf, blind or feeble-minded to be taught by ordinary methods in the public school: Provided, they are free from vicious habits and from loathsome or contagious deseases.
"Said school shall be under the management of trustees, consisting of five persons of good repute and learning, being citizens of the state, nominated by the Governor, and confirmed by the Senate.
"After organization, as hereafter provided, said board of trustees, and their successors shall have the management of the real and personal property, funds, financial business and all general and public interest of the school, with power to receive, hold, manage, dispose of, and convey any, and all real and personal property made over to them by purchase, gift, divise or bequest, and the proceeds, and interest thereof for the use of the school.
"All appointments shall be such that the board shall always contain at least one practical educator, one physician and one lawyer.
"After the 30th day of June, 1886, all financial business, accounts and official terms shall conform thereto.
"At each regular session of the State Legislature the board of trustees shall present a full report to the Governor of the operations of the school during the previous two years.
"The Director of the school shall be a competent, expert educator of defective youth; a hearing man of sound learning and morals, not under 30 or more than 70 years of age; practically acquainted with school management and class

board of trustees consisting of five members to replace the attorney or the individuals whom the municipalities, county and salary of the directory and specifies the qualifications, elected dates of the bill, the fiscal annual meeting, qualifications for officials, education of officials," etc. The bill was signed by Governor Martin S. Dalton in the Salon of Governor Lodge.

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5. This list of legislative enactments relating to the Vidal and deaf price to $2000 is not comprehensive.

6. State of Washington, ses. 1974-1975, Pp. 21-23, "Act a state-funded to, and benefit to veterans." As in Washington Salem the Legislature Speaks, for the education of the deaf, blind and health-related people of the State of Washington.

"The Legislature of the state enacted that to be a Veteran, in Clark County.

"Each retired assist be given to all retired people in the State of Washington, who are too deaf, blind or health-related to be helped by commercial methods in the public assistance. Provided, they are free from criminal habits and free from some or contagious diseases.

"Said assist shall be under the management of veterans, administration of five persons of good moral character and loyalty citizens of the state, nominated by the Governor, and confirmed by the Senate.

"After organization, as hereinbefore provided, such assist or trustees, and their successors shall have the management of the real and personal property, funds, financial business and all powers and public interests of the assist, with power to receive, hold, manage, dispose of, and convey any and all real and personal property made over to them by gift, bequest or devise, and the proceeds, and interest thereof for the use of the assist.

"All appointments shall be such that the board shall always consist at least one practical administrator, one physician and one lawyer.

"After the 30th day of June, 1969, all financial matters, accounts and officials bonds shall conform thereto.

"At each regular session of the State Legislature the board of trustees shall present a full report to the Governor of the operations of the assist during the previous two years.

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A few days later a board of trustees, appointed by the Governor, took immediate steps to organize and perform its official duties. It found a small class of deaf mute children in Tacoma, maintained by charitably disposed persons of different denominations, and taught by a Presbyterian minister of that city, named W. D. McFarland. This class was adopted as the nucleus of the State School for Defective Youth, being the very first of the new institution. Together with the teacher and

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instruction of the deaf, blind and feeble-minded. He shall reside in the school and be furnished quarters, heat, light and food.

"The Director shall be responsible for the care of the premises and property of the school, selection and control of employees, regulation of the household, discipline of the school, arrangement and execution of the proper course of study, training of the pupils in morals and manners, and the general oversight of all internal affairs of the school, and shall be before the regular annual meetings of the Board of Trustees . . . with a full report of the operation of the school during the previous school year.

"The salary of the Director shall be $900 for the first year of his service in the school, with an increase of not more than $100 per annum up to a maximum salary of $1,500 per annum. He shall have no other occupation during his term of service in the school.

"The Director may be removed at any time with three-fifths vote of the full Board of Trustees for misconduct, incapacity, mismanagement, inefficiency or immorality.

"The parent, guardian or next friend of any defective youth, residing in the State of Washington shall at least 10 days before the last Wednesday in February and August of each year, furnish to the secretary of the Board of Trustees, in writing, full and satisfactory information concerning such youth. The Board of Trustees shall have the power to expel any pupil.

"Defective youths not residing in the State shall be admitted under such condtitions as my be perscribed by the Board of Trustees.

"The regular school term shall begin on the last Wednesday of August in each year, and end on the last Wednesday of May following." (In 1909 the beginning of the school term was changed to the second Wednesday of September, and the closing of the term to the second Wednesday of the following June. --Wash. Session Laws, 1909, Ch. 97, P. 258.)

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"The salary of the Director shall be $900 for the first year of his service in the school, with an increase of not more than $100 per annum so as to a maximum salary of $1,400 per annum. He shall have no other occupation during his term of service in the school.

"The Director may be removed at any time with three-fifths vote of the full Board of Trustees for misconduct, intemperate, immoral, incompetent or inefficient or incapacity.

"The parent, guardian or next friend of any defective youth residing in the state of Washington shall at least 10 days before the last Wednesday in February and August of each year, report to the secretary of the Board of Trustees, in writing, full and satisfactory information concerning such youth. The Board of Trustees shall have the power to expel any pupil.

"Delinquent parents not residing in the State shall be notified under such conditions as may be prescribed by the Board of Trustees.

"The regular annual term shall begin on the last Wednesday of August in each year, and end on the last Wednesday of May following." (In 1909 the beginning of the annual term was changed to the second Wednesday of September, and the ending of the term to the second Wednesday of the following June. --Wash. Session Laws, 1909, ch. 97, § 1.)

his helpers, the class was transferred to Vancouver.[6] Even the furniture of the class was sent with it.[7] As the legislature had made no provision for the erection or purchase of buildings for the school, the trustees rented for the first term a building in the heart of Vancouver which had formerly been a hotel.

Eleven deaf mutes with their Presbyterian pastor teacher, a few pieces of second-hand furniture, and a small rented building in the center of Vancouver constituted the humble beginnings of what eventually has become one of the finest schools for the blind in America. When one compares this modest little territorial school of 1886-87 with either the State School for the Deaf or the State School for the Blind of today, he cannot help but wonder at the great change that has been wrought in the short space of forty-nine years.

In the mean time, a commission of three members was appointed by the Governor, which was to report "within thirty days from the date of their appointment to select a suitable site, and report their action to the Governor." The commissioners met in the First National Bank at Vancouver on February twenty-fourth, 1886, and elected S. W. Brown President and Henry Landes secretary.

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5. Years after the school got well under operation, owing to the fact that the State of Idaho had up to this time made no provision for the education of its deaf and blind, the Washington School cared for a number of Idaho children. A sum of $200 per year for each child was charged Idaho. -- See, Biennial Report of Idaho School for Deaf and Blind, 1909-10, P. 3; also, Best, "Blindness and the Blind", P.355.
6. The first school for seeing children to be opened in what is now the State of Washington was located at Fort Vancouver, January 1, 1833. -- See, Meany, Prof. Edmond S., "History of the State of Washington", P. 69.
7. Report of Board of Trustees, 1887, P. 4.

his injury, the plane was dismantled by Pearson.[5] When the Provinces of the plane was sent with it.[6] As the Initiative had made no provision for the operation or pilotage of Militiamen for its service, the Province hoped for the first time a Pilot by in the hope of discovery which had formerly been a safe.

Given that some six Alaska-Yukon pilots lacking, a few planes of second-hand Fairchild, and a small repair building in the shape of Pearson's hangar, the Province begining of what eventually has become one of its finest schools for the pilot in America. When the company flew modest little territorial record of 1929-27 with either its state school for the pilot or the Pilot School for the Militia of Lake, he cannot help but wonder at the great change that has occurred in the short space of twenty-odd years.

In the main site, a consideration of these months the expulsion by the Province, which was to report "within ninety days from the date of their appointment to select a suitable site, and report their action to the Province."[7] The commissioners met in the First National Bank of Vancouver on February twenty-fourth, 1928, and elected S. G. Brown President and Brian Hughes secretary.

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5. Years after the second was well under operation, Hughes in the first Edmonton Pilot by in this time was an operation for the education of the Dead and Blind. The Province in Edmonton used for a number of Pilots building. A year or more per year for each child was allowed Pilots.

— See, Alpenski Report of Idaho School for Deaf and Blind 1929-30, p. 2; also Pearl, "Children and the Blind", I, 80.

6. The first school for pilots militiamen is the School in Alaska. Pearson the first of Militiamen the Province at first Province, January 3, 1929. — See, Report, First, Annual p. "Airport of the Pilots of Edmonton", p. 28.

7. Report of Board of Trustees, 1927, p.

They unanimously selected a site containing 129 acres: "The said tract of land is about one mile outside the city limits, and can be purchased for $2000, which sum exceeds but little, if any, the value of substantial improvements on the place, all, or nearly all of which can be advantageously used for the benefit of the school," reads the commission's report.[8] "The land is finely watered by a pleasant and never failing stream, which passes over its entire length, and, in our judgment, is well calculated for such gardening and farming purposes as the success and best interest of the school requires."

A few citizens of Vancouver and vicinity purchased a farm connected with the selected location, which consisted of nearly 100 acres; this they donated to the territory for the use of the school. The entire property was appraised by the locating committee at $5,000.[9] During the following summer there was erected on this site a two-story building used as school house and living quarters, which will be described in greater detail later.

The Board of Trustees did their utmost to win the full co-operation of the territorial legislature. In picturesque terms they pointed out the need for educating the handicapped children of the Territory. "The conclusion of those who have given thought and labor to the solution of the problem, how shall we care for the deaf mutes, feeble-minded, and blind, is, that this portion of the raising generation, if permitted to

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8. Report of the Board of Commissioners to Select a Site for the Deaf Mute School, 1887.
9. Report of the Board of Trustees, 1887, P. 3.

They unanimously adopted a site including the entire "six acre tract of land in Grant and Wile streets the City Limits, and can be purchased for $2000, which can create no little, if any, the value of substantial improvements on the place, all, or nearly all of which can be advantageously used for the benefit of the school." Thus the committee's report, "the land is finely situated on a pleasant and never failing stream, which passes near its entire length, and, in our judgment, is well calculated for both producing and learning purposes as the success and best interest of the school requires."

A few days after Thanksgiving and widely publicized, a farm connected with the selected location, which consisted of nearly 100 acres, only four miles in the country for sale, so of the school. The entire property was appraised by the locating committee at $2,000.[8] During the following summer there was erected on this site a two-story building used as school house and living quarters, which will be described in greater detail later.

The Board of Trustees did their utmost to win the full co-operation of the territorial legislature. In this they were not political and the good for educating the Indian children of the Territory. "The education of those who have given thought and labor to the subject of the problem, how shall we care for the dead waste, feeble-minded, and blind, is, that the problem of the future generation, if permitted to

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8. Report of the Board of Commissioners to Select a Site for the First Male School, 1887.
9. Report of the Board of Trustees, 1890, p.

grow up as ignorant animals, will become an especially dangerous element in our population," they warn in their first report.[10] "With human powers for evil, they have no means of learning nearly all that elevates manhood above the brute creation. If our boasted civilization has aught of practical wisdom in it, we cannot fail to care for those who are not able to hear, speak, see or understand, except as they are taught through laborious and expensive methods, calling for practice, perseverence and the queen of all virtues, Charity!"[11]

What transpired during the first term? How did the class of eleven deaf mutes and their pastor teacher fare? These things must remain untold, for of them the reports are silent. It is only after the opening of the second full term, August, 1887, that greater light on the history of the school is shed.

II

When the handful of deaf students returned to Vancouver on the last Wednesday of August, 1887, for the beginning of their second school year, they found many changes at the institution. There was a new location for the school, a new building, a new director, several beginning pupils, and perhaps even more surprising than anything else, a little blind class-mate.

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10. Report of the Board of Trustees, 1887, P. 7.
11. This same argument -- the potentiality of the uneducated blind person to do evil -- is still used by some educators of the blind. There appeared in the December, 1933, issue of Sight Saving Exchange this statement: "If society does not keep handicapped children busy in a constructive way during their school lives, they in a destructive way will be likely to keep society busy in their audlt lives."

grew up in Japanese schools, will become an responsibility insurance salesman in our population." They were to their first years, in "with human power for evil, they have no means of learning nearly all that alcoholic washed above the brute existence. In our human civilization has sight of prominent wrongs in it, we cannot fail to note for those who are not able to know, speak, see or understand, except as they are taught through labourious and expensive methods, calling for practice, perseverance and the power of all things, charity!"[1]

That happened during the first term. Two dd the class of eleven deaf mutes and their parents tackled that. There things were really, for of them the reports are clear. It is only after the coming of the second full term, August, 1947, that greater light on the history of the school is shed.

II

From the handful of deaf pupils initiated in September on the first Saturday of August, 1947, the beginning of their second school year, they found very changed at the institution. There was a new location for the school, a new building, a new director, several beginning pupils, and perhaps even more surprising than anything else, a totally light characteristic.

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[1] Report of the Board of Trustees, 1947, p. 7.

[2] This term expresses the responsibility of the generalized hitherto person to -- as well -- be still used by other observers of the child. Thus, Jerome in his Deafness, 1957, terms it right during Brothers this expression: "It months does not have [illegible] by a constructive way during their school lives, they in a destructive way will be likely to keep society that in their adult lives.

The connection of the first director, Rev. W. D. McFarland, with the school was severed in June, 1887. The trustees, however, were particularly fortunate in obtaining the services of Professor James Watson, an instructor of long experience and marked success,[12] who had come from the Bellville Institute for the Deaf and Dumb with his accomplished wife, daughter of the founder of the first school for the deaf in Canada.[13] Mr. and Mrs. Watson had spent their lives in this philanthropic work, and to them should be given credit for the success of the Washington School for Defective Youth during its embryonic years. Mr. Watson continued in the capacity of director of the school for nineteen years, the longest period anyone has remained its head.[14]

Besides the director, whose salary for the first year of service was fixed by law at $900, to be increased each subsequent year at the discretion of the trustees, there were employed during the second term four persons -- a teacher, an assistant teacher, a matron and a cook, But such an elaborate staff was thought too costly; so, during the next term, the wife of the director combined the duties of both assistant teacher and matron, thus saving the espense of one employee.

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12. Report of the Board of Trustees, 1890, P. 3.
13. Report of the Board of Trustees, 1887, P. 5.
14. Nineteen years under one administration is somewhat out of the ordinary for Western schools for the blind of this period when political interference was common. For example, the Oregon Institute for the Blind, only a short distance from the Washington School, had eight superintendents during its first fourteen years of operation. -- See, eighth Report of the Oregon Institute for the Blind, 1893, P. 6.

The composition of the first director, Rev. E. D. Ashfield, with the school was perfect in form, 1887. The trustees, however, were particularly fortunate in obtaining the services of Professor James Wilson, an instructor of long experience and marked success,[14] who had come from the Dalhousie Institute for Deaf and Dumb with his accomplished wife, daughter of the founder of the first school for the deaf in Canada.[15] Mr. and Mrs. Wilson had spent their lives in this philanthropic work, and to them should be given credit for the success of the Blind-Deaf School for Industrial Instruction during its appropriate years. Mr. Wilson continued in the capacity of director of the school for thirteen years, the longest period given for consecutive service.[16]

Besides the director, there seldom for the first year or service was filled by less at 1900, for the long increased and subsequent year of the direction of the trustees, there were employed during the second term four persons -- a teacher, an assistant teacher, a matron and a cook. But such an inadequate staff was thought by society to, during the busy term, the site or the director sometimes had assistance of both assistant teacher and matron, thus saving the expense of one employee.

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14. Report of the Board of Trustees, 1890, p. 3.
15. Report of the Board of Trustees, 1887, p. 1.
16. Ninteen years under the superintendence of Professor Wilson of the Institute for the Blind in the Deaf in this period when political interference was common, for example, the Dundas Institute for the Blind, only a short distance from the Brantford Institute, had been superintendent during its first fourteen years of existence. -- Rev. eighth Report of the Ontario Institute for the Blind, 1893, p. 6.

The salaries paid to employees during this time ranged from twenty to fifty dollars per month with room and board.[15]

There had been instituted during the first term a movement to erect a building on the ground selected by the locating committee. In view of the fact that the citizens of Vancouver had already voluntarily contributed the funds wherewith to purchase the school site, and that the legislature had provided no money for the purpose, the task of erecting such a new building seemed quite hopeless. The zealous exertions of the trustees and other friends of the school resulted in securing only half the sum necessary to construct the building designed. However, $500 was borrowed from benevolent friends of the school, including two of the trustees and one member of the locating committee, and the building was so far completed that at the beginning of the second term the rented structure in the heart of Vancouver was abandoned, and the school was opened in the new house.[16]

This building was less than forty feet square, two stories high, and connected with a small farm house -- really more of a house than a school building. In it the students lived, ate, slept, and attended their classes -- a very bedlam of confusion! So ill-planned was this new structure that even before completion of the first year of occupancy, Director Watson submitted this complaint to the board of trustees: "Owing to the combustible nature of the building, the lack of proper fire appliances and the fact that during the cold weather we are compelled to have

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15. The average monthly salary for teachers in the public school system of Washington at this time was $47.66. -- See, Nineth Report of the Superintendent of Public Instruction of the Territory of Washington, 1889.

so many fires in stoves and open grates, a great deal of anxiety is caused. I would express the hope that during the cold season of the next session a night watchman will be employed, whose duty shall be to visit the various parts of the building at stated intervals, and thereby reduce the danger as far as possible. Fire escapes have been placed leading to the ground from windows of the dormitories occupied respectively by male and female pupils. These offer a ready means of exit in case of emergency."[17]

The school building was not the only thing to which the director objected. Apparently the furniture transferred from Tacoma with the first class and placed in the new home had become dilapidated. Mr. Watson says in his report of 1889, "I would recommend that iron bedsteads be procurred to take the place of those in both the boys' and girls' dormitories. They have become so rickety, being of wood and of a cheap grade, that it is almost impossible to keep them together."[18]

Twenty pupils were in attendance the second term, of whom nineteen were deaf mutes and one a blind youth. Five of these nineteen deaf children came from one family, the Wade family of Montesano.[19] Many others within the territory were eligible to receive the benefits of the institution; but in presence of the fact that the class rooms and dormitories of the school were almost crowded to capacity, it was fortunate that not more children pressed their claim for admission.[20]

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16. Report of the Board of Trustees, 1887, p. 4.
17. Report of the Director, 1889.
18. Report of the Director, 1889.
19. Report of the Director, 1888, Pp. 15, 27.
20. Report of the Board of Trustees, 1887, P. 6.

of many fires in stores and some grafts, a great deal of morality is wanted. I would recommend the hope that during the main season of the year certain a right without will be neglected, whose duty should be to which the engine point of the matching of stated intervals, and thereby achieve the danger or lir is reliable. Fire engines have been placed locally in the ground floor windows of the department recently respectively by male and female staff. There after a ready means of exit in case of emergency.[17]

The annual inspection was not the only thing in which the director objected. Apparently the firemen brought from France with the first alarm and placed in the new home had become disgruntled. Dr. Pelham says in his report of 1887, "I would recommend that some authority be granted to take the place of those in lack the usual and plain' appointments. They are lazy or drunkenness, being of noon and of a lowly grade, that it is almost impossible to keep them together."[18]

Family duplicity was in evidence the annual home, or some children were dead under a blind youth. Dr. Pelham stated that children come from the family, the male leaving of [illegible].[19] Many others within the institution were addicts to paying the keeping of the institution; but in presence of the fact that the state prison and dormitories of the school were almost crowded to capacity, it was fortunate that not more children presented their claim for admission.[20]

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16. Report of the board of trustees, 1887, p. 6.
17. Report of the director, 1888.
18. Report of the director, 1888.
19. Report of the director, 1888, pp. 18, 27.
20. Report of the board of trustees, 1887, p. 6.

The only blind pupil enrolled at the school was a little boy from Tacoma named Harry E. Applegate.[21] Although the school was not in a position at the time to receive the blind, the parents of this youth were so exceedingly anxious that he enter upon his studies, that Mr. Watson felt constrained to give him the benefit of such advantages as the institution could offer. Books in embossed type, valued at $25, were donated by Perkins Institution and the Massachusetts School for the Blind for his use, becoming the foundation of a department for the blind. And so began in 1887 the first class for the blind in Washington.

As evidence of the very satisfactory progress made by this first blind student may be mentioned the fact that in a short time he had learned to read simple sentences by means of raised letters. By the next term he had mastered the primer, first, second and third readers, and was able to derive much pleasure from his ability to read the New Testament, books which were included in the donations from Perkins Institution. He was taught to write legibly, could express his thoughts in composition, and often wrote his own letters to his parents. His knowledge of history, geography, grammar, arithmetic and scripture was pointed to with great pride by his teachers.[22]

It was greatly regretted by Mr. Watson that other blind students could not be accommodated at the school. "It is impossible," he wrote, "to extend the advantages of the institution to a number of this class of children and to do them that measure

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21. Harry Applegate still resides in the State of Washington.
22. Report of the Director, 1888, P. 21.

The only blind pupil enrolled at the school was a little
[illegible] Yeomans named Elmer L. Davidson. [illegible] although the school
was not in a position at the time to provide the blind, the
[illegible] of this young man as a pioneer seemed [illegible] to
[illegible] his training, that Dr. Howe felt [illegible] in
the benefit of such advantages as the institution could offer.
Some 1a embossed type, valued at $35, were donated by Perkins
Institution and the Massachusetts School for the Blind for his
use. Despite the [illegible] of a dormitory [illegible] the [illegible]
and so began in 1887 the [illegible] for the blind in [illegible].

As evidence of the [illegible] [illegible] only
[illegible] blind student may be mentioned the fact that in a short
time he had learned to read simple sentences by means of raised
letters. By the next term he had mastered the primer, first,
second and third readers, and was able to derive much pleasure
from his ability to read the [illegible], [illegible] were
included in his [illegible] [illegible] lessons. [illegible]
taught to write legibly, could express his thoughts in composi-
tion, and write [illegible] [illegible]. In
knowledge of history, geography, grammar, arithmetic and scripture
was pointed to with great pride by his teachers.[32]

It was greatly regretted by Mr. Watson that other
students could not be [illegible] at the school. "It is im-
possible," he wrote, "to [illegible] the [illegible] of the institution
to a number of blind [illegible] [illegible] [illegible]

[illegible] Henry Davidson, still resident in the state of Massachusetts.
[illegible] Report of the Director, 1889, p. 10.

of justice, educationally and otherwise, to which they are entitled, until we are in a position financially to employ a special teacher for that department."[23]

Early in the year 1888 both houses of the legislature unanimously voted the sum of thirty thousand dollars for the erection of new buildings upon a site overlooking the Columbia River.[24] "The position is very commanding and the location salubrious. The lordly Columbia River, with its ever increasing steamboat traffic and its thousands of summer excursionists, flows past the doors of this institution; and for miles in either direction holds the eye of the beholder. The city of Portland and the continually multiplying and flourishing suburban towns and villages, with the glory crowned mountains of the Cascade range, will never fail to exert a valuable and delightful educational influence upon the generations of unfortunate children of the state, whose eyes and hands must perform for them the double function of ears and tongues."[25] Governor Eugene Semple appointed as building commissioners Colonel Shaw, J. D. Geoghegan and J. H. Healy, who adopted the plans drawn by an architect of Detroit, Michigan. The contract was awarded on May 24, 1888. The new building cost $29,246, and was first occupied at the beginning of the term in 1889.[26] No longer was it necessary for the students and faculty to

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23. Report of the Board of Trustees, 1887, P. 7.
24. Session Laws of Washington, 1888, Ch. 45, P.85.
25. Report of the Board of Trustees, 1892, P. 3.
26. Report of the Director, 1888.

of jurisdiction, administrative and otherwise, in which they are entitled, until we are in a position financially to employ a special teacher for their department."[23]

Early in the year 1889 both houses of the legislature unanimously voted the use of which Brewster Hall, for the erection of our buildings upon a site overlooking the Schuylkill River.[24] The position is very commanding and the location salubrious. The lovely Colonial style, with its over-hanging steepest roofs and its alignment of dormer windows, lines up the lawns of this institution and its sites in stately direction right in the eye of the beholder. The cost of Brewster and its contracts multiplying and fluctuating extensive terms and villages, with the first annual commencement of the Colonial range, will never fail to exert a valuable and delightful educational influence upon the generations of instructors and students of the state, where open and broad and practical time the Gothic Tradition of arts and letters.[25] Dormitory Tarpee Hall supplied as building commodiousness Colonial Hall, J. D. Goodhugan and J. H. Healy, who adopted the plans drawn by an architect of Detroit, Michigan. The contract was awarded on May 24, 1890. The new building just Gym,[26], and was first occupied at the beginning of the term in 1889.[27] So longer was it necessary for the students and faculty to

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23. Report of the Board of Trustees, 1889, p. 1.
24. Session Laws of Michigan, 1889, No. 44, p. 44.
25. Report of the Board of Trustees, 1890, p. 2.
26. Report of the Treasurer, 1890.

stand over open grates shivering during cold winter nights, as they had done in their old building.

With the view of ascertaining the number of deaf, blind and feeble-minded in the territory,[27] a letter was sent by Mr. Watson to each school teacher in the territory, inquiring as to the number of handicapped youths in their school district. It was learned of the whereabouts of fifteen deaf mutes, three blind and eighteen feeble-minded. Many teachers, however, did not reply to the inquiry.[28]

Two years later the United States sensus of 1890 showed that there were fifty-two deaf and seventy-eight blind youths under the age of twenty-one residing in the state. Of the number of deaf mutes reported, twenty-eight were, or had been, pupils at the school.[29] The school population at this time numbered twenty-six. Twenty-five of these pupils were deaf mutes, with but one blind, the same student who had enrolled three years before in 1887.[30]

A compulsory education law[31] was enacted the following year; this naturally increased the population of the school.

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27. Washington did not become a state until 1889.
28. Report of the Director, 1888, P. 25.
29. Report of the Board of Trustees, 1892, P. 20.
30. Report of the Director, 1889.
31. Session Laws of Washington, 1890, Ch. 16, P. 497: "It shall be the duty of the parents and guardian of all such defective youths to send them each year to the said State School for Defective Youth. The County Commissioners shall take all action necessary to enforce this section of the law: Provided, that if satisfactory evidence shall be laid before the county commissioners that any defective youth is being educated at home or in some suitable institution other than the Washington School for Defective Youth, the county commissioners shall take no other action in such

chant over road repairs extending during cold winter months, so that the down in labor and building.

With the rise of accumulation the number of local, village and family-minded is now prevalent.[87] A letter was sent by Mr. Wilson to each school teacher in his territory, inquiring as to the number of handicapped people in their school district. It was learned of the accomplishments of retired foul maker, blacksmith and clothes family-minded. Many teachers, however, did not reply to the inquiry.[88]

Two years later the United States census of 1920 showed that there was little-low and average-class rural population under the age of twenty-one residing in the state, of the number of dead male relatives, twenty-eight were, or had been, employed at the mines.[89] The school population at this time numbered twenty-six. Twenty-six of these people were dead mates, this has one child, the less children the two employed their years before in 1917.[90]

A compulsory education law[91] was enacted the following year; this naturally increased the population of the school.

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87. Inquiries all had income a state vacil idea.
88. Report of the Director, 1920, p. 80.
89. Report of the Board of Trustees, 1920, p. 80.
90. Report of the Director, 1920.
91. Session Laws of Louisiana, 1920, No. 9, p. 1920 "It shall be the duty of the parents and guardian of all each delinquent youth to send them each year in the next nearest school for delinquent boys. The County superintendent also take all action necessary in enforce this section of the law provided, that it satisfactory attendance shall be 3-4ths before the county commissioners that any delinquent boy is being educated at home or in some activity institution other than the Reformatory School for Delinquent Boys, the county commissioners shall take no further action in such

Mr. Watson had long urged the passage of such a law. Three years before, he had stated in a report: "It is impossible to arouse some parents to a sense of duty toward their unfortunate offspring, owing to mercenary or sentimental reasons; they will not avail themselves of this generous provision which has been made by the state for the education of their children. To meet such cases, it is to be hoped that the next legislature will enact a law calling for compulsory education of all defective youths between the ages of seven and twenty years resident in the state."[32] In the second Biennial Report of the Trustees, dated March 3, 1890, there is this statement: "We suggest that all deaf mute, blind and feeble-minded children between the ages of seven and twenty-one years should be compelled to attend this or some other like institution."[33] Washington's compulsory education law was in a measure responsible for Oregon enacting a similar law.[34]

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case further than to make a record of the fact, and take such steps as may be necessary to satisfy themselves that said defective youth shall continue to receive a proper education.

"If it appear to the satisfaction of the county commissioners that the parents of any such defective youth within their county are unable to bear the expense of sending them to said state school, it shall then be the duty of such commissioners to send them at such school at the expense of the county.

"Any parent, guardian, school superintendent or county commissioner who shall fail to carry into effect the provisions of this act shall be deemed guilty of misdemeanor, and upon conviction shall be fined not less than $50 nor more than $200."

32. Report of the Director, 1889, P. 30.
33. Report of the Board of Trustees, 1890, P. 6.
34. On page 11 of the Seventh Biennial Report of the Oregon State Board of Education, December 31, 1890, appears this paragraph written by Olive M. Capwell, then superintendent of the Oregon Institute for the Blind: "As it is a well

In the year 1891 the department for the blind could boast of but four pupils. These were taught by the instructor of the highest class in the department for the deaf, in addition to his other duties. It was stated in that year's report that, "as the number of blind pupils will in all likelihood increase next term, the employment of a teacher in this class will be necessary."[35] By the next year, 1892, true to the director's prediction, the class of blind students had grown to ten; and they were placed under the care of an accomplished teacher, Miss H. C. Pettit, who remained the only instructor of the blind for seven years before an assistant was granted her. Several of these blind pupils showed considerable musical talent, which they were encouraged to develop; others made noteworthy progress along literary lines, one of these being Robert B. Irwin, now Executive Director of the American Foundation for the Blind.

"It is our purpose," wrote Mr. Watson in one of his reports,[36] "to impart to the pupils of this department a good common school education. And with that object in view the foundations of such training are being faithfully laid. . . . We endeavor to keep these pupils as occupied as possible and to train the hand as well as the mind. Shut in as they are by

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known fact that parents of the blind children are averse to having them leave home to be educated, and a lamentable one that a few are too ignorant to appreciate the advantages of special work, I have no words to express my anxiety that some law similar to that which the Legislature of Washington adopted at its last session be given us."

35. Report of the Director, 1892, P. 29.
36. Report of the Director, 1896, P. 14.

In the year 1921 the Superintendent for the Blind made this of her free quality. There were taught by the instructor of the highest class in the department for the deaf, in addition to her other duties. It was stated in that report that, "as the number of blind pupils will be all identical instead that here, the employment of a teacher in this class will be necessary."[32] By the next year, 1922, here as the diversely production, the class of blind students had grown to twenty and they were placed under the care of a assistant teacher, Miss R. G. Pitts, who remained the only instructor of the blind for seven years before an assistant was granted her. Several of these blind pupils showed exceptionally musical talent, which they were encouraged to develop since such instruction practice along literary lines, was of course being denied R. Irvin, the Executive Director of the Practical Vocation for the Blind.

"It is our purpose," wrote Mr. Watson in one of his reports,[33] "to impart to the pupils of this department a good common school education. And with that object in view the foundations of such training are being carefully laid. . . . We endeavor to keep these pupils as occupied as possible and to train the hand as well as the mind. Some is at that age if

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32. Report of the Superintendent, 1920, p. 22.
33. Report of the Director, 1921, p. 34.

reason of their deprivation of really the most important sense, they are given more to reflection and thought than normal children, and in their studies during the term have done well. They are trained to be self-reliant and are never excused on account of their affliction from what may be any reasonable task, and each one has certain household duties to perform. We treat them as though they were normal children."

The extent to which these objectives of Mr. Watson were realized is shown by a report of a joint Senate and House committee which visited the school in February, 1891 -- the first official committee to inspect the school. The report is also of interest because it gives us a glimpse into the life of the school at that time. In part it reads: "The joint committee appointed to visit the State School for Defective Youth . . . have consumed a whole day in making a thorough examination of the buildings and the methods in conducting the school. We fine the building in a beautiful situation on high ground close to, and commanding a full view of, the Columbia River. . . The forty-five pupils now in the school are almost without exception children who are endowed with bright minds and pleasing forms and features. . . Mr. Watson and his family are so managing the school that the pupils lead a happy, joyous life while acquiring a good education and being fitted to become honest, self-supporting citizens. It appears to the committee that the pupils unquestionably enjoy their life in this school better than they would in their homes, no matter how elegant those homes might be. . . The defective children appear to

1892, P. 4.

have a greater thirst for knowledge than is felt by the average children of our common school; and they quickly learn that everything is being managed for their own good; and that their teachers' hearts, as well as their minds, are engaged in their service. . . Your committee would most earnestly and emphatically protest against ever admitting among such children any who are feeble-minded, believing that the presence of such among the deaf, dumb and blind would be greatly detrimental to the latter, without providing any benefits to the former. We would therefore recommend that there be erected by the state a separate building for the education of the feeble-minded."[37]

Upon the suggestion of the committee, the Legislature of 1891 granted $20,000 to purchase grounds and erect thereupon a building to be used as a school and home for the feeble-minded.[38] Although the law of 1886, creating the State School for Defective Youth, specifically stated that it should be "for the education of the deaf, blind and feeble-minded youth of the State of Washington", nothing had been done up to this time to train feeble-minded children. It was not until December 8, 1892, that a department for the feeble-minded as a branch of the State School for Defective Youth was opened.[39] The law transferring the feeble-minded children to Medical Lake in Eastern Washington, and separating that department from that of the deaf and blind was passed in 1905; but the transfer could not be made until May, 1906, when the buildings at the new location were completed.[40]

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37. Report of the Board of Trustees, 1892, P. 14.
38. Session Laws, 1890, Ch. 1, P. 17; Report of Board of Trustees, 1892, P. 4.

have a greater liking for moonlight than is felt by the average citizen of our towns and cities; and they quickly learn that everything is being arranged for their own good; and that their tendency, as well as their duty, are arranged in their favour. . . .

Your committee would most earnestly and emphatically protest against ever admitting young men of ability and who are feeble-minded, believing that the practice of such among the best, dull and blind would be greatly detrimental to the latter, without providing any benefits to the former. It will therefore recommend that there be created by the state a separate building for the education of the feeble-minded.[37]

Upon the completion of its committee, the Legislature of 1921 granted $12,000 to purchase grounds and erect buildings, to be used as a school and home for the feeble-minded.[38] Although the law of 1922, creating the State School for Defective Youth, specifically stated that it should be "for the education of the hard, blind and feeble-minded youth of the state of Washington", nothing had been done up to this time to train feeble-minded children. It was not until December 6, 1921, that a department for the feeble-minded as a branch of the State School for Defective Youth was opened.[39] The law transferring the feeble-minded children to Medical Lake in Spokane County, and segregating that department from that of the deaf and blind was passed in 1923; but the transfer could not be made until May, 1925, when the buildings at the new location were completed.[40]

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37. Report of the Board of Trustees, 1920, p. 34.
38. Session Laws, 1921, p. [illegible]

That there has always existed a close friendship between the Washington and Oregon schools for the blind is apparent to one familar with the history of both institutions. Washington, being the more populous, has had an important influence on the Oregon School.[41] It has already been pointed out that Oregon's compulsory education law for blind children can be traced to Washington legislation of an earlier date. In 1900 Governor Geer of Oregon, with his state board of education, visited the Washington School "for the purpose of gaining information as to the conduct of this institution". "We have gained much that we can use," wrote the Governor. "The work here is equal and superior to that of a great many similar institutions in this country. Professor Watson is fully alive to the interests and welfare of the unfortunate children given to his care, and his great work speaks for itself, especially to those who take the time to visit the institution."[42]

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39. Session Laws, 1905, Ch. 139, P. 254.
40. Hon. W. Cochran, "Washington State Institutions", 1915, P. 23.
41. It is not out of place to state further relationships between the two schools. Since the Washington School for the Blind inaugurated a four-year high school course in 1920, there being only a three year secondary course offered by the Oregon institution, a number of blind students from Oregon have come to the Washington school to finish their training. The present superintendent of the Oregon Institute for the Blind, Mr. Walter R. Dry, taught at the Washington School for ten years prior to his going to Oregon. In recent years social events, principally in the form of dances, have been given jointly by the two schools. This spirit of friendship existing between these two institutions is indeed admirable.
42. The Vancouver Independent, 1900; also, Report of the Director, 1900, P. 28.

That there has always existed a close relationship between the Washington and Oregon schools for the blind is apparent by the feeling with the history of these institutions. Washington, being the more populous, has had an important influence on the Oregon School.[41] It has already been pointed out that Oregon's compulsory education law for blind children was in effect in Washington initiating it in earlier days. In 1910 Superintendent of Oregon, with his state board of managers, visited the Washington School. "For the purpose of gaining information as to the control of this institution". The have printed such an as was, "very the Governor. "The work here is sound and superior to that of a great many similar institutions in this country. Professor Reiss is fully alive to the importance and welfare of the unfortunate children given in his care, and his great work speaks for itself, especially to those who take the time to visit the institution."[42]

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41. Reuben Lewis, 1905, Op. 139, p. 254.
42. Ibid. W. Condon, "Washington State Institutions", 1911, p. 23.
43. It is not at place in this fuller relationship between the two schools. Since the Washington School for the Blind implemented a four-year high school course in 1900, there being only a three year secondary course offered by the Oregon Institution, a number of blind students from Oregon came to the Washington school to finish their training. The present superintendent of the Oregon Institute for the Blind, Mr. Walter R. Orr, taught at the Washington School for the years prior to his going to Oregon. In recent years social events, primarily in the form of dances, have been also joined by the two schools. This spirit of friendship existing these two institutions is indeed admirable.
44. The Oregonian Independent, 1900; also, Report of the Director, 1900, p. 20.

Chapter 119, Laws of 1901,[43] created the State Board of Control as successor of the Board of Audit and Control, and defined its powers and duties, making it the governing, managing and purchasing authority for the six charitable, reformatory and penal institutions in existance at that time. However, the school for the deaf and the blind was not put under its jurisdiction until 1909.

The combination of the school for the feeble-minded with that of the blind and deaf was naturally detrimental to the latter, and inimical to its proper development. Realizing this, Ernest Lister, then chairman of the board of control and later Governor of the state, recommended to the legislature of 1903 that the feeble-minded children of the state be established at another point, that the blind be segregated from the deaf and that the former be given the quarters then occupied by the feeble-minded.[44] His board further recommended that the name of the School for Defective Youth be changed to State School for the Deaf and Blind. Although these recommendations were

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43. Chapter 119, Session Laws, 1901 -- "The Governor . . shall, by and with the advice of the Senate, appoint a bi-partisan board consisting of three citizens of the state, not more than two of whom shall belong to the dominant political party, as members of a board known as the State Board of Control. The members of said board shall hold office, as designed by the governor, for two, four and six years respectively, and may be removed by the governor at his discretion. . . . Each member of said board shall receive a salary of $3000 per annum. . . . The Board of Control shall assume its duties on April 1, 1901.
"The State Board of Control shall have full power to manage and govern all the public institutions of the state, and examine into their system of accounts, and their sources of income and expenditures and financial management generally.
"It shall be the further duty of the Board of Control to examine into the conditions and needs of these institutions,

Chapter 119, Laws of 1911,[42] created the State Board of Control as successor of the Board of Health and Institutions, and defined its powers and duties, making it also responsible for and performing supervisory for the six charitable, reformatory and penal institutions in existence at that time. Surprisingly, the report for the year that was titled was not put under its jurisdiction until 1909.

The consideration of the report for the twelve-month period of the Board and Court was particularly distinguished in the latter, and included on its proper investigators. Detailing this report lately, then chairman of the board of control and later governor of the state, recommended to the legislature of 1909 that the textile-related children of the state be rehabilitated in another world, that the State be encouraged then the best and that the Power be given the director that obtained for the textile-related.[43] His fourth further recommended that the name of the School for Defective Youth be changed to State School for the Deaf and Blind. Attention these recommendations were

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42. Chapter 119, Laws of 1911 -- "The Division . . . shall, by and with the advice of the Board, appoint a bi-partisan board consisting of three citizens of the state, not more than two of whom shall belong to the singular political party, as members of a board known as the State Board of Control. The members of said board shall hold office, as designed by the governor, for two, four and six years respectively, and may be removed by the governor at his discretion. . . . Each member of said board shall receive a salary of $2000 per annum. . . . The superintendent shall receive his duties on April 1, 1911.

"The state board of Control shall have full power to govern and power all the public institutions of the state, and examine into their system of accounts, and their manner of income and expenditure and financial management generally. "It shall be the duty of the board of Control to examine into the conditions and needs of these institutions,

not followed at this session, they were adopted by the 1905 Legislature, after having been presented by another board. The law provided for a division of the State School for Defective Youth [45] and renamed the institution the State School for the Deaf and Blind.[46] A new institution, to be known thereafter as the State Institution for the Feeble-Minded, was established at Medical Lake in Eastern Washington, as already related.

1905 was also the last year of Mr. Watson's administration. It is a strange circumstance that with the termination of the State School for Defective Youth Mr. Watson's career as director ended. The man who had nursed the institution through the trying years of infancy, who alone was responsible for its growth over a period of nineteen long years, remained in office only a few months after the name of the school was changed. His removal was a keen disappointment to the deaf and blind children of the institution, under whose watchful guidance they had received instruction for many years.[47]

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and on or before the first of December of the year preceding the session of the legislature, report in writing to the Governor the conditions of each of said institutions, and what sum of money it deems advisable to appropriate for its maintenance.

"It shall be the duty of the board to appoint a chief executive officer for each of the public institutions under its control, who shall devote his entire time to the duties of his office and whose title shall be Superintendent. . ."

44. Hon. W. Cochran, "Washington State Institutions", 1915, P. 23.
45. Session Laws, 1905, Ch. 70, P. 133.
46. Session Laws, 1905, Ch. 139, P. 254.
47. Mr. Watson became superintendent of the Idaho School for the Deaf and Blind after leaving the Washington School.

and refused at full salaries, they were granted to the Legislature, after having been presented by Senator Tuck. The law provided for a division of the State School for Deaf-Mute Youth [illegible] and renamed the institution the state school for the deaf and blind.[illegible] A new institution, to be known originally as the State Institution for the Feeble-Minded, was established at Natural Lake in Ontario County, as already related.

1902 was also the last year of Mr. Tabbett's administration. It is a matter discussion that with the transformation of the state school for Deaf-Mute Youth to, Saint's Service to diversified school. The man who had guided the institution through the trying years of infancy, who alone was responsible for its growth over a period of nineteen long years, remained in office only a few months after the work of the school was changed. His removal was a keen disappointment to the deaf and blind children of the institution, under whom [illegible] criticism [illegible] and assumed [illegible] for many years.[illegible]

[illegible]

III

Mr. Watson's successor, Thomas P. Clarke, a much younger man, took over the duties of director in December, 1906. The progress of the School for the Deaf and Blind under his administration was of such a character as to disprove the charges made at the time of his appointment, alleging that he was selected solely for political reasons without regard for his fitness for the position.[48] Governor Albert E. Mead and the state board of control were subjected to severe criticism as the result of Mr. Clarke's appointment; a strong effort was made to coerce them to retain Mr. Watson. But to place the school on a higher plane, the Governor and board of control felt the need for infusion of young blood.[49] Clarke's qualifications were such as to convince them of his fitness. That he was not a voter of the state when the position was tendered him, it would appear that his selection was not political.

The condition in which Mr. Clarke found the institution was hardly credible. One hundred and thirty deaf and blind children were crowded into a building originally planned to accommodate about seventy-five. There were no halls above the first floor, a situation most inconvenient since the school rooms were on the third floor. The girls from the highest grade had to pass through every class room in the building except that occupied by the blind, which was the very last

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48. The Washingtonian, December 20, 1907.
49. The West Virginia Tablet, June 1, 1907.

Mr. Barnard's successor, Thomas F. Varney, a wise counselor [illegible] over the choice of director in question, Mr. [illegible]. The greatness of the School for the Deaf and Blind under his administration was of such a character as to disprove the charges made at the time of the resignation, although [illegible] evidence could be [illegible] for political reasons [illegible] fitness for the position.[48] Governor Albert B. Ward and the three board of control were subjected to severe criticism as the result of Mr. Barnard's resignation; [illegible] was said to [illegible] Mr. Barnard. But it plainly appeared on a careful study, the Governor and board of control felt the need for [illegible] close.[49] Barnard's political ambitions were such as to [illegible] the [illegible]. That he was not a tool of the state-wide [illegible] machine [illegible]. It would appear that his selection was not political.

The position to which Mr. Clarke found the institution was hardly envious. An insane, and thirty deaf and blind children were [illegible] into a [illegible] building [illegible] accommodating about [illegible]. There was no [illegible] "first floor," a situation [illegible] [illegible] rooms were on the third floor. The girls from the blind [illegible] had to pass through every other floor in the building [illegible] fire escape. By the [illegible], [illegible] and the [illegible]

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48. The Springfield [illegible], [illegible] 20, 1909.
49. The Boston Traveler, [illegible] 1, 1909.

room; in like manner the blind children had to do the same or pass down the fire escape to get out of school. One of the teachers had to use the fire escape whenever he went to his bedroom. It was estimated by Mr. Clarke that each of the older girls in the deaf department had to climb forty-eight flights of stairs daily in the discharge of her ordinary duties.[50] This situation was soon relieved, however, by transferring the blind to the building recently vacated by the feeble-minded children, and the construction of Mead Hall, used exclusively by the deaf -- the actual, but not legal, separation of the blind from the deaf. At the time of the transfer, the population of the blind department had grown to thirty-one, sixteen of whom had become afflicted with loss of sight at the age of one year or less. By 1908, two years later, the enrollment had increased to thirty-seven.

Mr. Clarke realized that an essential part in the education of the deaf and the blind is the education of the public. Accordingly, in order that the purpose of the institution might become better known, he seized every opportunity to speak before public gatherings. In an address at Port Townsend before a convention of the State Federation of Women's Clubs, he outlined the aims of the institution: "What is the object of our school? It is to fit these handicapped children to take care of themselves, to make self-respecting, self-supporting citizens of the children sent to us. The money spent by the State is not given in charity at all, but is invested with the sure hope of a bountiful return.

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50. The Washingtonian, May 26, 1906.

[illegible] in this [illegible] the [illegible] [illegible] [illegible]

The State expects to get its returns from the children who are taken from the ranks of dependants and lost sight of among the army of producers. The purpose of every school for the deaf and blind is to equip the child for the life they are to lead. To do this we must aim definitely to make the graduated self-supporting. More should be expected from this class than from the seeing and hearing. . . . " At another public gathering he described the object of the school in this manner: "Let me impress upon you that this is a school and nothing else. It is not a home nor an asylum in any sense of the term. . . . Unfortunately this institution is not legally a part of the public school system of this State, but it should be. This school is the attempt to fulfill the constitutional pledge to give to each child a free common school education, it being cheaper to bring these deficient children here and board them than to furnish special teachers at their homes and the results obtained are better. We take up the work where the public school fails, and carry it on to a successful ending."[51]

So effective were Director Clarke's public speeches that the Tenth Legislature of the State of Washington was willing to place his institution on a business basis and to spend the money necessary to do this. It appropriated $111,350 on April 1, 1907, increasing the maintenance from $162 to $252 yearly per capita. This permitted many changes and improvements, chief among which was an increased number of teachers in both departments.[52]

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51. The Washingtonian, December 20, 1907.
52. The Washingtonian, March 29, 1907.

The state expects to get its returns from the training you give them from the ranks of farmers, and that right of being the army of producers. The purpose of every school for the land and tillage is to enable the child to win life, life that may be land. To do this we must put efficiency to make the producing self-supporting. Here should be expected from this day-time from the seeing and hearing. . . . " At another public gathering he described the object of the school in this manner:

"Let me impress upon you that this is a school for children. It is not a place for an English to get money of the farm. . . . Furthermore this institution is not legally a part of the public school system of this State, but it should be. This school is the attempt to fulfill the constitutional pledge to give to each child a free common school education, it being cheaper to bring these deficient children here and board them than to furnish special teachers at their homes and the results obtained are better. We take up the work where the public school fails, and carry it on to a successful ending."[21]

Be effective were Governor Glenn's public remarks that the South Carolina of the time of Confederate was willing to place its investment in a training school for young his money necessary to do this. It appropriated $12,000 in April 5, 1907, increasing the maintenance from $1[illegible] to $[illegible] per month. This permitted some physical improvements, which among which was an improved water of drinking in both departments.[22]

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21. The Washington, December 20, 1907.
22. The Washington, March 19, 1907.

Mr. Clarke also won the favorable support of newspapers throughout the State. In a Sunday issue of the Seattle Times,[53] appeared this interesting survey of the work carried out at the school at that time: "Clarke is a great believer in the religion of work. He works himself and everyone around him works. Every child in the school, both deaf and blind, has some work assigned which is suited to his or her physical ability. A well-equipped industrial plant is connected with the school and each child is given instruction in some of the various trades taught. . . The little folks do chores. It is interesting to see the air of importance which the six or seven-year olds go about their duty. . . The blind boys carry stove wood and kindling to the kitchen. . . The blind girls wash and dry dishes and make beds. There is something doing every moment of the day, from rising time at 6 a.m., till bed time, which varies from 7 p.m. for the little folks to 9 p.m. for the older children. . . The children are as enthusiastic in their play as could be wished. The blind children have been skating on rollers for more than a year and no accidents have occurred. . . . The blind play hard among themselves. Sprinting, jumping, putting the shot, lifting weights, etc., are well done and enjoyed by these sightless ones. . . The blind learn chair caning, hammock making, piano tuning, typewriting, music, sewing, crocheting, knitting, cooking and housework, in addition to the regular literary work of the school. . . The children are taught to be as nearly independent as possible, and learn to

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53. The Seattle Sunday Times, November 6, 1908.

Mr. Clarke also was the favorable support of newspapers throughout the state. In a Sunday issue of the Seattle Times,[88] appeared this interesting survey of the work carried out at the school at that time: "Clarke is a great believer in the realism of work. He wants himself and everyone around the school, every child in the school, both deaf and blind, has some work assigned which is suited to his or her physical ability. A well-equipped industrial plant is connected with the school and each child is given instruction in some of the various trades taught. . . The little tailor is always. It is interesting to see the air of importance with the air he measures and cuts the cloth. . . The blind boys carry stove wood and kindling to the kitchen. . . The blind girls wash and dry dishes and make beds. There is something doing every minute of the day. From rising time at 6 a.m., till bedtime, which varies from 7 p.m. for the little folks to 9 p.m. for the older children. . . The children are as enthusiastic in their play as could be wished. The blind children have been skating on ponds for more than a year and no accidents have occurred. . . . The blind play hard among themselves. Sprinting, jumping, putting the shot, batting balls, etc., are well over and enjoyed by these athletic boys. . . The blind have their swing, hammock swings, climb trees, throw balls, run, swim, wrestle, boxing matches, fencing and boxing, in addition to the regular literary work of the school. . . The children are taught to be as nearly independent as possible, and there is

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88. The Seattle Sunday Times, December 14, 1913.

do many things without help which seem little short of marvelous to the average visitor."

It was inevitable that Mr. Clarke's dynamic personality and great energy should win the full support of the Legislature. Through his insistence the 1908 session passed legislation of importance to the education of blind and deaf children of Washington. By an act[54] it placed the State School for the Deaf and Blind under the complete management of the State Board of Control,[55] changed the opening and closing date of the term, stated the qualifications of the superintendent,[56] and provided separate appropriations for the deaf and blind departments.[57]

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54. Session Laws, 1909, Ch. 97, P. 258 -- "The State School for the Deaf and Blind shall be under the direction of the State Board of Control; the funds for its maintenance shall be appropriated by the legislature of the State of Washington.
"The regular term of said school shall begin on the second Wednesday of September, and close the second Wednesday of the following June.
"The institution shall be free to residents of the State of Washington who are between the ages of six and twenty-one and who are deaf and blind, or either deaf or blind; provided that they are free from loathsome and contageous deseases.
"The State Board of Control may admit to this school deaf and blind children from other states, but the parents or guardians of such children will be required to pay annually or quarterly in advance a sufficient amount to cover the cost of maintaining and educating such children.
"The superintendent shall be appointed by the State Board of Control for a term of four years, subject to removal at the discretion of the Board of Control. Said superintendent must not be less than thirty nor more than seventy years of age and must be practically acquainted with the school management and class instruction of the deaf and blind, having had at least ten years actual experience in teaching in schools for the deaf and blind. The superintendent shall have powers to appoint all subordinates. The State Board of Control shall have power to fix the number of employes and the salary paid each and may discharge any employee at its discretion.
"It shall be the duty of each county school superintendent to make a report of such blind and deaf youth to county commissioners of his county each year."

do many things without such which may affect adversely to the average visitor."

It was inevitable that Mr. Clarke's remarks generally and over zealous, given the full privacy of the Legislature. Perhaps his insistence the IQ matters reveal invalidity is important to the administration of Blind and Deaf children or training. By an act[54] it placed the state school for the deaf and blind under the complete management of the Board of Control.[55] Changed the opening and closing date of the term, stated the qualifications of the superintendent,[56] and provided separate appropriations for the deaf and blind departments.[57]

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54. Session Laws, 1929, Ch. 97, P. 298 -- "The State School for the Deaf and Blind shall be under the direction of the State Board of Control; the funds for its maintenance shall be appropriated by the Legislature of the State of Washington.

"The regular term of said school shall begin on the second Wednesday of September, and close the second Wednesday of the following June.

"The institution shall be free to residents of the State of Washington who are between the ages of six and twenty-one and who are deaf and blind, or either deaf or blind; provided that they are free from tuberculosis and contagious diseases.

"The state board of control may admit to this school deaf and blind children from other states, but the charge for maintenance of such children will be required to be paid annually or quarterly in advance a sufficient amount to cover the cost of maintenance and educating such children.

"The superintendent shall be appointed by the state board of control for a term of five years, subject to removal at the discretion of the board of control. Such superintendent must not be less than thirty nor more than forty years of age and must be practically acquainted with the school management and plans instruction of the deaf and blind. He must be at least five years actual experience in teaching in schools for the deaf and blind. The superintendent shall have power to appoint all subordinates. The State Board of Control shall have power to fix the salaries of employees and the salary paid each and all officers and employees in the institution.

"It shall be the duty of such board of control to make a report of said school and deaf and blind youth to making annual statements of the results each year.

55. Session Laws, 1929, Ch. 97, P. 298 -- "The State School for the Deaf and Blind shall be under the direction of the State Board of Control; the funds for its maintenance shall be appropriated by the Legislature of the State of Washington.

"The regular term of said school shall begin on the second Wednesday of September, and close the second Wednesday of the following June.

"The institution shall be free to residents of the State of Washington who are between the ages of six and twenty-one and who are deaf and blind, or either deaf or blind; provided that they are free from tuberculosis and contagious diseases.

"The state board of control may admit to this school deaf and blind children from other states, but the charge for maintenance of such children will be required to be paid annually or quarterly in advance a sufficient amount to cover the cost of maintenance and educating such children.

"The superintendent shall be appointed by the state board of control for a term of five years, subject to removal at the discretion of the board of control. Such superintendent must not be less than thirty nor more than forty years of age and must be practically acquainted with the school management and plans instruction of the deaf and blind. He must be at least five years actual experience in teaching in schools for the deaf and blind. The superintendent shall have power to appoint all subordinates. The State Board of Control shall have power to fix the salaries of employees and the salary paid each and all officers and employees in the institution.

"It shall be the duty of such board of control to make a report of said school and deaf and blind youth to making annual statements of the results each year."

However, separate institutions were not created.[58] Members of the Board of Control, after visiting both departments on April 25, 1908, appointed as principal of the school for the blind, under the superintendency of Mr. Clarke, Mr. George H. Mullen, who had formerly been in charge of the blind department.

Life at the school under the new principal continued quietly until the opening months of 1911, when members of the House of Representatives visited the institution. Finding numerous inadecuacies, they described before a session of the House the existing conditions of the school, severely criticizing the State Board of Control and the administration, and even suggesting that the Board be subject for investigation by the Legislature on the grounds of neglect. A bill appropiating $50,000 for the construction of a new building for the blind

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55. (A) What was formerly the State Board of Control was later changed to the State Department of Business Control. In April, 1935, the Department of Business Control and the Department of Efficiency consolidated, and became known as the Department of Finance, Budget and Business.
(B) The frequent question as to why the state schools for the deaf and blind are under the management of the State Board of Control (now the Department of Finance, Budget and Business) rather than under the State Department of Education, since they are essentially educational institutions, may be answered by saying that the State Department of Education is purely administrative in character and does not handle any financial matters whatever in regard to public schools or various state institutions. The advantage claimed for a state board of control in having complete charge over the state's charitable, eleemosynary and educational institutions is that it secures greater economy and more equitable appropriations. There is, however, good reason why the direction of education in the penal and corrective institutions of the state, as well as in the state supported custodial school for defective children, should be under the State Department of Education. It is the hope of the present head of the State Department of Education that legislation will be passed in the near future authorizing his department to have general supervision of educational activities of such institutions.

Service, unpaid institutions were not created. Money is the least of worries. After visiting such institutions on April 20, 1966, resulting in criticism of the method for the time, under the superintendency of Dr. Clovis, Dr. Henry E. Allen, the Ministry took in charge of the total development.

Life at the school under the new ministerial continued quickly until the opening session of 1971. Then members of the Board of supervisors visited the institution. Finding numerous inadequacies, they discovered failure to adapt to the Board the satisfactory conditions of the school, repeated criticism in the State Board of Education and the administration, and even recommending that the Board be adjudged inoperative by the Legislature on the grounds of neglect. A bill appropriating $40,000 for the construction of a new building for the blind

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34. (a) Only was formerly the State Board of Control was later changed in the State Department of Business Control. In April, 1966, the Department of Business Control and the Department of Vocational Rehabilitation, and became known as the Department of Finance, Vocational and Business.

(b) The Provisions mentioned is why the state actually the last and other or under the municipal or the State Board of Control. Since the Department of Finance, Business and Business, which was later the State Vocational Rehabilitation, also the responsibility of Business Control Institutions. Any be changed by moving such the state Department of Vocational Rehabilitation of Institutions of Business and Business Control Institutions. The State Department of Vocational Rehabilitation is right in the state's responsibility. The attention dialect for a state board or control is going to publish state the state's activities. Government and educational institutions is that is a [illegible] amount and such [illegible] controversial. There is, however, good reason for the elimination of education in the social and rehabilitation institutions of the state, as well as in the state educational institutions and the [illegible] institutions, should be under the state Department of Education. It is the duty of the State Board of the State Department of Education that Individuals will be placed in the state [illegible] institutions.

was presented, followed by a dramatic scene.[59] Speaker Taylor of the House called Representative Beach of Mason County to the Chair, who went on the floor to urge the passage of the bill. The touching oratory which ensued was said to have affected all who heard. "Is there a member in this House," he was reported to have said, "who has visited this institution without it bringing the tears to his eyes; he must have a heart of stone. These poor, helpless, little children are sent to this school between the ages of four and six years. They are a charge that this state should provide with the most tender care, and the fact that this is in its present condition is a disgrace to the State of Washington. We cannot make a mistake when we appropriate money to care for these blind children." A representative from Spokane then took the floor and described the condition of the school. "There is not a piece of furniture in the entire building," he said, "that I would have in the basement of my house. The building is so dilapidated that it is a disgrace to all for it to continue to be used. I presume the only reason these children were put in such a building was because those responsible thought they were blind and unable to see their surroundings. The beds are all broken down and unfit for the use of human beings, and I find that during the past year the Board of Control has made but one visit to the school, and this lasted only a few minutes.

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56. The name "Director" was changed to "Superintendent".
57. The appropriation which the department for the blind received for maintenance, repairs and improvements for this first biennium was $18,430 -- See, Vancouver Columbian, April 25, '09.
58. Fifth Biennial Report, 1910, P. 140.
59. The Seattle Times, February 25, 1911.

was prevented, followed by a friendly wave.[36] Speaker Lyons of the State Legislative Council of Nova Scotia said to the Star, the want of the floor is upon the passing of the bill. The training school vessel Acadia was said to have visited all who board. "We have a member in this house," he was reported to have said, "who has visited this institution without it being the talk of the town; he must have a heart of stone. These poor, helpless, little children are sent to this school between the ages of four and six years. They are a charge that this state should provide with the best training care, and the fact that this is the present condition is a disgrace to the State of Washington. We need a mother's voice as appropriate model to care for these tiny children." A representative from Spokane then took the floor and described the condition of the school. "There is not a place of furniture in the entire building." He said, "that I would hesitate to put in the bedroom of my house. The building is dilapidated that it is a disgrace to all for it to continue to be used. I propose the only person these children were put in such a building was because their responsible guardian were blind and unable to see their surroundings. The halls are all broken down and unfit for use as a home building, and I find that during the past year the Board of Control has made but one visit to the school, and this lasted only a few minutes.

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36. The name "Pierce" was changed to "Washington".
37. The appropriation which the Legislature for the Otting repairs for maintenance, repairs and improvements for this class Superior was $12,000 -- Sen. Yakimow Chronicle, April 21, 1911.
38. Fifth Biennial Report, 1910, p. 181.
39. The Seattle Times, February 26, 1911.

Even though these helpless little children are blind they are modest about undressing before each other, and the superintendent of the school has divided some of the place into stalls which are very dark and gloomy. It is a well known fact that the blind require light even more than people who can see, and so far as my vote is concerned, it will be cast in favor of those blind children." Ennis, of King County, the next speaker, declared the matter should be given a thorough investigation. "Why has such a condition been allowed to continue?" he asked. "We should find out where the responsibility lies, and take drastic action to prevent such gross mismanagement. Such conditions as have been described here are shameful, and if the Board of Control is not managing this school properly, we should know it."

An attempt was also made to remove the school to a more centralized and populous section of the state. Olympia was mentioned prominently for this location; but Governor Hay in a special message to the Legislature recommended the removal of the school from Vancouver to a place adjacent to some higher institution of learning, preferably the University of Washington, at Seattle. "These pupils will thereby be enabled to derive as much benefit from the oral instruction and lectures at the higher institution of learning as if blessed with all their senses."[60]

The outcome of all this oratory was not the removal of the school, but rather, the passage on March 8, 1911, of a

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60. Governor M. E. Hay's Special Message to the State Legislature, March, 1911.

Even though these helpless little children are blind they are [illegible] [illegible] understanding better than each other, and the organization of the school has suffered. Some of the class-rooms which are very dark and gloomy. It is a well known fact that the blind require light even more than people who can see, and so far as my vote is concerned, it will be cast in favor of those blind children." Smith, of King County, the next speaker, declared the matter should be given a thorough investigation. "Why has such a condition been allowed to continue?" he asked. "We should find out where the responsibility lies, and take drastic action to prevent such gross mismanagement. Such conditions as have been described here are shameful, and if the Board of Control is not [illegible] with school property, we should know it."

An attempt was also made to remove the school to a more centralized and populous section of the state. [illegible] was [illegible] [illegible] for this location; but Governor Hay in a special message to the legislature recommended the removal of the school from Vancouver to a place adjacent to some higher institution of learning, preferably the University of Washington, at Seattle. "These pupils will thereby be enabled to derive as much benefit from the oral instruction and lectures at the higher institution of learning as if blessed with all their senses."(60)

The outcome of all this agitation was not the removal of the school, but rather, the passage on March 6, 1911, of a

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60. Governor M. E. Hay's special message to the State Legislature, March, 1911.

bill appropriating $50,000 for the building and furnishing two dormitories at the same location, one for boys and one for girls.[61] This was signed by the governor three days later. The dormitories, completed in 1912,[62] are still in use, and probably will be for many years. Both dormitories are alike -- three-story brick structures, containing fifteen bed rooms, of which four can accommodate five persons; six, three persons each, while the remaining seven rooms are large enough for two people. Thus each building has a capacity of approximately fifty occupants. In addition to these living quarters, there are linen rooms, shower rooms, club rooms, and two large play rooms. The boys' and girls' "cottages", as they are improperly called, are located about two hundred feet apart, with the administration and school building (erected in 1915), situated between the two.

In the spring of 1912 Governor M. E. Hay appointed Mrs. J. A. Reed, of Seattle, and Miss May Goldsmith to make a thorough investigation of all the state institutions. The purpose of the investigation was to give the Governor, and through him the public, a fair and non-partisan view of the actual conditions within the institutions. This commission upon visiting the school for the blind, stated in its report;[63] "Gross ignorance

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61. Session Laws, 1911, Ch. 58, P. 318; "The State Board of Control shall erect or cause to be erected on the present site a building or buildings not to exceed $50,000. There is hereby appropriated out of the general fund of the State for purposes herein above mentioned the sum of $50,000 or so much thereof as may be necessary."
62. Sixth Biennial Report of the Board of Control, 1912, P. 178.
63. Goldsmith and Reed, "Report of Conditions in Washington Institutions," 1912, P. 29.

will appropriate $50,000 for the building and furnishing two dormitories at the new location, one for boys and one for girls.[61] This was closed by the governor three days later. The dormitories, completed in 1910,[62] are still in use, and probably will be for many years. Both buildings are alike — large-scale brick structures, resembling Eastern Jail Center, of which they are accommodate two students; six, three persons each, while the remaining seven rooms are large enough for ten people. Thus each building has a capacity of approximately fifty occupants. In addition to these living quarters, there are three dormitory rooms, sick rooms, and the large play rooms. The boys' and girls' "cottages", as they are important units, are located about two hundred feet apart, with the administration and school building (erected in 1911) situated between the two.

In the spring of 1911, Governor B. B. Ray appointed Mrs. A. Lund, of Oswego, and John Ray Blackmarr to make a complete investigation of all the state institutions. The purpose of the investigation was to give the Governor, and through him the public, a full and non-partisan view of the actual conditions within the institutions. This commission upon visiting the school for the blind, stated in its report:[63] "Even temporarily

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61. Oswego Times, 1911, Sp. Ed., p. 2, Col. "The State Board of Control should exert to order to be erected on the present site a building or buildings not to exceed $10,000. There is barely sufficient ground for the present need of the girls. For primary pupils also there particular lie one of $80,100 or so much thereof as may be necessary."

62. Annual Biennial Report of the Board of Control, 1910, p. 17.

63. Commission and Lund, "Report of Conditions in Institutions", 1911, p. 27.

on the part of the public regarding the character of several of our state institutions have allowed legislative enactment to include our deaf and blind schools among the charitable institutions of the state. State schools for the deaf and blind are no more charitable institutions than are our city school systems, our state normals, our state university or state agricultural college. The sooner both of these schools become legally recognized as a legitimate part of our state school system, the sooner intelligent parents of the blind and deaf children will take advantage of the educational opportunities afforded by the state, and the sooner the state will receive proper returns upon the money invested."

The population of the school at this time numbered thirty-five -- twenty-one boys and fourteen girls. Twenty-four of these pupils were in the primary department, eight in grammar school, and three attended the Vancouver Public High School. The school work did not carry beyond the eighth grade. The instruction of the literary department was divided between two teachers, neither of whom had had previous preparation for the work. Living within the institution, they received $540 each for the nine months of school. No physical education program was followed, a situation severely criticized by the Governor's investigation commission. Piano tuning, net work, chair caining and weaving were the subjects offered by the industrial department.

The 1909 Legislature, although providing separate appropriations for the departments of the deaf and the blind, did not create two institutions. One superintendent, Mr. Clarke,

on the part of the public regarding the character of several of our state institutions have allowed insignificant movements to implant our deaf and blind schools among the educational institutions of the state. Since schools for the deaf and blind are no more charitable institutions than are our city school systems, our state normals, our state university or state agricultural colleges. The school that of labor schools should be legally recognized as a legitimate part of our state school system, the sooner intelligent parents of the blind and deaf children will take advantage of the educational opportunities afforded by the state, and the sooner the state will receive proper returns upon the money invested."

The capabilities of the school at this time embrace thirty-five — twenty-one boys and fourteen girls. Twenty-two of these pupils are in the primary department, eight in grammar school, and three attended the Vancouver Public High School. The school work did not carry beyond the eighth grade. The instruction of the industrial department was divided between two teachers, neither of whom had had previous experience in the work. Giving credit to institutions, they received just such for the time spent at school. An physical education program was followed, a situation severely criticized by the Governor's investigating committee. Place kicking, not work, was quite common and varying were the opinions offered by the interviewed supporters.

The 1909 Legislature, although providing adequate appropriations for the departments at the deaf and the blind, did not create the institutions. The superintendent, Mr. Clarke,

headed both schools, with George Mullin as the principal of the blind department. Actually the two schools were conducted separately; but legally they were not divided until 1913. At that session of the Legislature a law was passed, and approved by the Governor on February 24th, which provided for complete separation of both schools.[64] Henceforth each institution, no longer a part of the other, was to be an enity in itself, having its own superintendent and its own appropriation. The institution long known as the Washington State School for the Deaf and Blind became extinct; in its place grew two offsprings -- the State School for the Blind, and the State School for the Deaf.

IV

The law creating the Washington State School for the Blind went into effect after the close of the school term in June, 1913. On the first of the following September, Mr. W. B. Hall, Superintendent of the Kansas School for the Blind, was selected by the State Board of Control to become the first actual superintendent of the Washington School, after search for a capable specialist had led to practically every State in the Union. Mr. Hall, then at the age of forty-eight, was recognized as one

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64. Session Laws, 1913, Ch. 10, P. 6.: "Upon the taking effect of this act, the State School for the Deaf and Blind at Vancouver shall be divided into two institutions, one for the blind to be known as the State School for the Blind, and one for the deaf to be known as the State School for the Deaf, each of said institutions to be located at Vancouver. The State Board of Control shall appoint a superintendent for each institution. All provisions of law relating to the State School for the Deaf and Blind shall, so far as the same are applicable, govern the management of the State School for the Deaf and the State School for the Blind hereby created."

[illegible] [illegible] schools, with Senator Smith as the [illegible] of the joint committee. Actually the two schools were [illegible] separately but logically they were not divided until 1912. In that session of the Legislature a law was passed, not approved by the Governor on January 26th, which provided for [illegible] appropriations for both schools.[illegible] Unfortunately such legislation, or lack of it, other, was to be so costly to itself, [illegible] its own superintendent and its own appropriations. The legislation [illegible] as the foundation stone (about) for the Deaf and Blind [illegible] in the years ever to [illegible] -- the State School for the Blind, and the State School for the Deaf.

II

The law creating the Washington State School for the Blind was [illegible] after the close of the school year in June, 1913. In the [illegible] superintendent, Mr. T. E. Hill, superintendent of the Kansas School for the Blind, was selected by the State Board of Control to become the first school [illegible] superintendent of the Washington School. After making for a short [illegible] but to [illegible] in the [illegible], Mr. Hill, [illegible] of [illegible], was [illegible] in the

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[illegible]

of the foremost men in the work in the United States, having been engaged in the field of education practically all his life. Graduating from the Kansas State Normal, he became a public school teacher, later advancing to the position of city superintendent. In 1906 the superintendency of the Kansas School for the Blind was tendered him; he accepted, and remained in this capacity for seven years. The Board of Control was not informed as to his political faith prior to his coming to Washington, so his selection had no political significance. Mr. Hall held the office of Superintendent of the Washington School for only two years, when he passed away on October 25, 1915.[65]

It was his endeavor to bring about systematic and accurate teaching in all departments of the school, and to provide for the educational needs of the talented and mediocre. "We believe," he wrote, "that the bright children are now better provided for than they ever have been. We know that the mediocre and dull are receiving far more intelligent help and attention."[66] For the first time piano-rebuilding was taught at the school. Physical education was given a place in the curriculum; chicken raising and gardening were encouraged. Mr. Hall urged the Legislature to purchase additional land adjacent to the school, which it did; he pointed out the great need for a new administration building; he recommended that there be appropriated money to enable the blind youth of the state to attend college: "Such provision would simply give the blind youth a pair of eyes and place him on a par with his seeing brother. It would

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65. The Washingtonian, October 2, 1913; also, The Rocky Mountain Leader, November 15, 1913.

of the Forrest was in the work in the United States, having been created in the cause of education particularly in the life. Originating from the Kansas State Survey, he tackled a public school "survey", later appealing to the practice of city superintendent. In 1907 the superintendency of the Kansas School for the Blind was realized only to resigned, and remained in this capacity for seven years. The labor of Charles was not informed as it by political fight prior to his seeking to Washington, so his selection had no political significance. He, still held the office of Superintendent of the Washington School for only two years, then he passed away on October 17, 1916.[22]

It was his ambition to bring about physical and academic training in all departments of his school, and to provide for the educational needs of the talented and retarded. "To believe," he wrote, "that all trifle children are born better equipped for than they ever dare hope. To have first the medicine and only are providing for some intelligent help and attention."[23] For the first time physiotherapy was taught at the school. Physical education was given a place in the curriculum; diabetic eating and cookery were encouraged. He, still were the initiative to provide additional land adjacent to the school, with it did; he pointed out the great need for a new administration building; he recommended that there be appropriations money to enable the Blind youth of the state to attend colleges "and principles might play the blind youth a pair of eye and place him on a par with his seeing brother. It would

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22. The Washington, October 2, 1916; also, the Daily Kansas State Journal, October 18, 1916.

also give inspiration to youth of ability for scholarship in our school and say to him: 'The windows are open, the light of knowledge will be bright to you by a great State, attain!'"[67]

But Mr. Hall's outstanding achievement during his short tenure of office was the establishment of a summer school for adult blind, the second in America.[68] The 1915 Legislature appropriated $800 for this purpose, the first time that the State of Washington ever made provision for teaching the adult blind. The summer course included hammock making, chair caining, broom making, type-writing, piano tuning and repairing for men, and sewing and crocheting for women. All board, room, laundry and industrial supplies were furnished without charge by the school; the only cost to those attending was transportation.[69] Over twenty took advantage of the course the first session. Summer school was abandoned (1920), however, after a few years of trial, for the reason that the institution was so far away from the large cities where the adult blind congregate, thus requiring a heavy outlay for transportation. Then, too, the isolation of the school buildings nearly a mile and a half from

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66. Seventh Biennial Report of the Board of Control, 1915, P. 127.
67. (A) Through the recommendations of Mr. Hall at an earlier date, the Legislature of Kansas enacted in 1915 a bill providing for the employment of sighted readers for blind students.
(B) The 1935 session of the Washington State Legislature passed a law allowing $250 a year and free tuition and laboratory fees to blind students attending institutions of higher learning in the state. This is the first legislation enacted in Washington in behalf of blind students desirous of pursuing higher education.
68. Minnesota was the first state to establish a summer school for the adult blind. In 1916 James J. Dow, then Superintendent of the Minnesota School for the Blind, had this to

the main part of Vancouver made it a lonely place for the blind to have amusement other than that afforded by themselves.[70]

Upon the sudden death of Mr. Hall in October 1915, Mrs. Sadie Hall, his wife, was appointed superintendent of the school, the second women in Washington to become head of a state institution. A woman of splendid intellectual attainments, strong character, and endowed with executive ability, Mrs. Hall was able to carry on the policies of her husband. Before her marriage Mrs. Hall had been a primary teacher; her experience as matron of the Kansas and Washington schools for the blind and as help-mate of her husband during many years of educational work qualified her for the strenuous duties which she now shouldered.

At the beginning of her superintendency there were twenty employees at the school, including teachers.[71] Sixty-three students were in attendance, of whom King County furnished approximately a fifth. The valuation of the school property was appraised at $68,162.[72]

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say about the Washington summer school: "It is worthy to note that the State of Washington has followed the example of this State in establishing summer school for its blind men and women. These have been maintained, and I am assured, successfully maintained, during the last two summers in that State." -- Nineteenth Biennial Report of the Minnesota School for the Blind, 1916, P. 15.

69. The Walla Walla Union, January 22, 1915.

70. Tenth Biennial Report, 1920, P. 30.

71. The present head of the Teachers' Appointment Service of the University of Washington tells an interesting story about one of these teachers. It seems that at a time when bobbed hair for women was in infancy, still in a stage where it was regarded as a social outrage, a senior at the University of Washington dared to be the first in that institution to have her hair bobbed. Upon graduation she sought a teaching

the hard part of pioneering made it a lonely place for the blind to have remained [illegible][69]

Upon the sudden death of Mr. Hall in [illegible] 19[illegible], Mrs. Hattie Hall, his wife, was appointed superintendent of the school, the second woman in Washington to become head of a State institution.[70] A woman of [illegible], strong character, and endowed with [illegible] Mrs. Hall was able to carry on the policies of her husband. Before her marriage Mrs. Hall had been a private teacher and experience as matron of the Kansas and Washington schools for the blind and as helpmate of her husband during nine years as superintendent have qualified her for the strenuous duties which she now assumed.

At the beginning of her superintendency there were twenty employees at the school, including teachers.[71] Sixty-three students were in attendance, of whom King County furnished approximately a fifth. The valuation of the school property was appraised at $68,162.[72]

[illegible] summer school: "It is worthy to note that the State of [illegible] has followed the example of this State in establishing a summer school for its blind and deaf people. These have been maintained, and I am assured, successfully maintained, during the last few summers in that State." — [illegible] Biennial Report of the [illegible] School for the Blind, 1906, p. 14.

[69] The [illegible], January [illegible], 1906.

[70] [illegible] Biennial Report, 1906, p. 14.

[71] The present head of the Teachers' [illegible] of the University of Washington [illegible]

The recommendation which Mr. Hall had made that the Legislature appropriate money for a new administration building was realized in 1915 when $75,000 was set aside for that purpose. The 1913 Legislature had appropriated an identical sum for the same purpose, but this had been vetoed by the governor.[73] Architects from Spokane and Vancouver were commissioned to draw the plans of the building; the contract for its erection was let to S. C. Erickson, of Tacoma. Formal opening took place in December 1916.[74]

The administration building, located at the center of the grounds, between and to the front of the boys and girls dormitories, is an imposing brick structure as splendid looking today as it was at its construction. An expanse of rolling lawns, several tall, rambling black-walnut trees, shrubs of various size and color, bed after bed of flowers lend an additional touch of beauty. The administration building has three floors and a full basement. In the basement is a large and well-equipped gymnasium, boys' and girls' shower and locker rooms, the school library (originally intended for a swimming pool), domestic science rooms, science laboratory and store rooms. On the main floor is the superintendent's living quarters, administration offices, reception rooms, guest rooms, dining rooms for students, employees and teachers, kitchen, bakery, and sewing and provision rooms. The second floor contains the chapel and all the school and practice rooms. Sleeping quarters of the staff occupy the

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position through the Teacher's Appointment Service. But no school board would employ her because of her bobbed hair. Finally, as a last resort, the Service got in touch with

whole of the third floor. The administration building is well constructed, modern in almost every sense, a structure that the citizens of Washington might rightly be proud of.

A second building completed while Mrs. Hall served as superintendent, was the boys' industrial building, costing $10,000 and erected in 1918. One story high, and of brick, it stands about thirty yards behind the boys' dormitory. Here is carried out all the varied activity of the boys industrial department -- broom making, piano tuning and repairing, wood work, chair caning, furniture making, etc. Five practice piano-tuning rooms, a place to store lumber, a piano-repair room, a wood work room, and a broom shop -- all well-equipped -- house these activities. There is also an office and store room.

Superintendents of schools for the blind are prone to give too much space in their reports to the physical, material aspects of the institution they represent, as, the construction of power plants, the fencing of grounds, erection of buildings; too little space is devoted to the achievements of former pupils, the one thing which really indicates success of the school. Both Mrs. Hall and Mrs. Chapman, the only women superintendents of the Washington School, have emphasized the attainments of graduates. Their reports tell in glowing terms what former students are doing. "We are proud of the standings of many of our graduates

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Mrs. Hall, and the young woman was hired at the State School for the Blind, where neither long nor short hair had any affect upon the students.

72. Hon. W. Cochran, "Washington State Institutions", 1915, P. 23.
73. Session Laws, 1915, Chap. 12, P. 11.

whole of the third floor. The administration building is well constructed, modern in almost every sense, a structure the citizens of Washington might rightly be proud of.

A second building completed with Mrs. Hall served as supervisorship, was the boys' industrial building, costing $30,000 and erected in 1924. The school kids, and of boys, is stamp about thirty years behind the boys' laundry. Here is carried out all the varied activity of the boys industrial department -- brass making, photo frame and repairing, wood work, chair caning, furniture making, etc. The printing plant-turning rooms, a place to store lumber, a piano-repair room, a wood work room, and a brass shop -- all well-equipped -- house these activities. There is also an office and store room.

Superintendents of schools for the blind are prone to pre-ten much space in their reports to the physical, material aspects of the institution they represent, as, the construction of power plants, the fencing of grounds, erection of buildings; too little space is devoted to the achievements of former pupils, the one thing which really indicates success of the school. Both Mr. Hall and Mrs. Chapman, the only women superintendents of the Washington Schools, have emphasized the attainments of graduates. Their figures tell in glowing terms what former students are doing. We are proud of the standings of many of our graduates

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Mrs. Hall, and the young women are blind at the state school for the blind, where neither long nor short hair had any effect upon the students.

71. Rue, F. Chapman, "Washington State Institutions", 1919, p. 10.

72. Revised Laws, 1919, Chap. 11, p. 11.

of this school and often refer before the children to the record made by our own boys and girls who call this school their Alma Mater," writes Mrs. Hall.[75] "Among the ones whom we delight to honor are the following: Mr. Robert Irwin, once a student here and now doing a splendid work for his fellows in Ohio. In 1909 after graduating from Harvard University, Mr. Irwin was called to Cleveland by the city Board of Education to become supervisor of classes for the blind in the Cleveland public schools. During the year 1912 there was added to his work the supervision of similar work in Cincinnati and Toledo. Mr. Irwin's experimentation in the public school education of the blind is proving to be an unusually valuable contribution to the methods of educating the blind. Later Mr. George Meyers took first honors at the Vancouver High School and then won a $450 scholarship for excellent work at the University of Washington. Since his graduation he has been engaged in the high school work at Cleveland. Two years ago another of our young men, Mr. Lyle Von Ericksen, of Hillyard, after graduating at the Vancouver High School went to the University at Seattle and took first in chemestry.[76] I am pleased to record these facts

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74. The Vancouver Sun, December 1, 1916.
75. Tenth Biennial Report, 1920, P. 306.
76. These three men are the most distinguished graduates of the Washington School. Since 1913 Mr. Irwin has been instrumental in promoting sight saving work in this country. He served as president of the American Workers Association for the Blind from 1923-27; from 1923-29 as director of the Bureau of Research and Education of the American Foundation for the Blind; and since 1929 as executive director of that organization. He acted as chairman of the sub-committee on the Visually Handicapped of Ex-President Hoover's White House Conference in 1930, and has written books relative to the blind. George F. Myers is now Supervisor of the blind in

of this school and other valor helping the children in the recent work by men and boys and girls who will this annual Thrift Week Dance." writes Mrs. Phil.[75] "Among the above we delight to honor are the following: Mr. Robert Irvin, one a student here and now doing a splendid work the old fellows in Ohio. He left after graduating from Bowdoin University. Mr. Irvin was called to Cleveland by the city board of Education to become supervisor of classes for the blind in the Cleveland public schools. During the year-long time he added to his work the supervision of similar work in Sandusky and Toledo. Mr. Irvin's experimentation in the public school education of the blind is serving to be an community valuable contribution to the methods of educating the blind. Later Mr. Irvin Irvin took first honors at his Commencement Rich Awards for which was a gold scholarship for excellent work at the University of Wisconsin. Since his graduation he has been engaged in the high school work at Cleveland. For years has another of our young men, Mr. Lyle Van Antwerp, of Elliard, after graduating at the Wisconsin High School and in the University at Seattle and took first in chemistry."[76] I am pleased to record these facts

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75. The Kansas Sun, December 1, 1921.
76. Yearly Statistical Report, 1920, p. 302.
77. These times can are the well institutional curiosity of the Washington School. Since 1917 Mr. Irvin has been instructor in vocational in teaching blind varied work in this industry. He assists as principal of the summer Teachers Association for the blind with Miss Crosby from 1914-20 as director of the Bureau of Research and Education of the American Foundation for the Blind, and which loan as executive director of that organization. In addition to chairman of the ex-soldiers in the Vocational Rehabilitation of Ex-Soldiers Bureau Department in 1918, and has written many articles in the field. George T. Harris is now Director of the School in

to prove what has often been claimed, that blindness is not enough of a handicap to prevent success."

During the trying years of the Great War life at the school continued quietly, disturbed only by occasional grumblings on the part of the students concerning the incessant and unappetizing menu of beans, codfish gravy and substitute bread which was served them. But this was a period of sacrifice. The muffled reverberations of complaint were over-shadowed by a spirit of patriotism and sacrifice comparable to that shown by sighted children of public schools throughout the land. National, state and local drives were enthusiastically participated in by the students; countless bundles of clothing, discarded materials, even peach pits were collected and sent out from the school with the fervent hope that they might aid in some way the American forces in distant France.

V

Mrs. Hall's resignation in September, 1920, in order that she might marry, brought to the Washington School as superintendent Herbert R. Chapman, a widely known educator who devoted his life to the betterment of the blind. Mr. Chapman's career in this work began in 1894 when he accepted a position as teacher in the Colorado School for the Deaf and Blind; later he became principal of the department for the blind. In 1913 he was called

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Minneapolis, and a member of the board of trustees of the American Foundation for the Blind. Lyle Von Ericksen is an attorney of note in Spokane, Washington, and the president of the Eastern Washington Association for the Blind, having been the founder of that organization.

to place what has often been alleged, that friendship is not enough of a handicap to prevent success."

During the trying years of the Great War life at the school maintained quality, distinguished only by economical promotions on the part of its students necessitated by lessened and cruppled training camps of teaching material from the industrialize trend which was served then. But this was a period of sacrifice. The sacrifice restrictions of conflicts were overcome by a spirit of patriotism and sacrifice comparable to that shown by higher ministers of public affairs throughout its land. Martial, state and local duties were administratively participated in by the educating constituents tendies of students, directed materials, even pupils'were initiated and sent out from the school with the fervent hope that they might aid in some way the American forces in distant France.

V

Mr. Hall's resignation in September, 1920, is proof that his right carry, brought to the washington school as superintendent Barbara f. Chapman, a vitally human character who devoted his life to the betterment of the blind. Mr. Chapman's career in this work began in 1904 when he accepted a position as teacher in the Cedarvale School for the Deaf and Blind, later to become principal of the department for the blind. In 1910 he was called

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Minneapolis, and a member of the board of directors of the American Foundation for the Blind. Into the Religion is an attorney of note in Pittsburg, Washington, and the president of the Western Pennsylvania Association for the Blind, having been the founder of this association.

to Berkeley to reorganize the department for the blind at the California School for the Deaf and Blind. Under his guidance this school took a high rank and soon was recognized by Stanford University and the University of California as an accredited institution.

His foremost endeavor upon coming to the Northwest was to place the Washington School on a similar plane. Although a more attractive position was offered him at another institution, he felt a keener need at Washington for his services. Immediately he introduced a complete high school course of study following that prescribed for the public schools of the state. The need for establishing high school departments in residential schools for the blind had long been a topic of debate among educators, many claiming that public high school attendance was preferable.[77] The arrangement up to this time of having the older students of ability attend the Vancouver city high school while residing at the Washington School, was felt by Mr. Chapman to be unsatisfactory because it limited industrial training. "Experience proves that students do not get music, piano-tuning, broom-making, chair-caning, sewing, weaving, basket-making, hammock-making, cooking, etc., while attending the public school day classes," argued Mr. Chapman.[78]

The high school, therefore, was organized to permit its students to follow the same general courses offered in public

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77. R. V. Merry, "The Education of the Visually Handicapped".
78. Eighth Biennial Report, 1924.

to begin to reorganize the department for its bias at the California School for the Deaf and Blind. Under his guidance this school took a high rank and soon was recognized by Stanford University and the University of California as an accredited institution.

His research activity upon coming to the Northwest was to place the Washington School on a similar plane. Although a more attractive position was offered him at another institution, he felt a better need of Washington for his services. Essentially he introduced a complete high school course of study following that prescribed for the public schools of the state. The need for establishing this second department in vocational training for the blind had long been a topic of debate among educators, many claiming that public high school attendance was preferable.[77] The movement by to this time of having the older students of ability attend the Vancouver city high school while residing at the Washington School, was felt by Dr. Chapman to be satisfactory. Farmer training is limited industrial training. "Beginning pupils start students in mat and mesh, alter-writing, brush-making, chair-caning, sewing, weaving, basket-making, leather-making, etc., while advancing the pupils may take up other crafts," argued Dr. Chapman.[78]

The high school, therefore, was organized to permit the students to define the more general courses offered in public

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77. R. V. Bates, "The Education of the Blind in Washington".
78. Eighth Biennial Report, 1924.

high school and at the same time pursue vocational courses. In order to keep in direct touch with the school system of the state every pupil before passing into the high school department was, and still is, required to take the regular state eighth grade examination.

The inauguration of a high school course required an addition to the teaching staff. Accordingly, three more teachers were appointed, who were also given general supervision over the 7th, 8th, and 9th grades, or junior high school. Mr. Chapman used the utmost care in the selection of his teachers, in this way improving the educational standard of the school. His teachers constituted an efficient, cosmopolitan group, coming from such distant places as, Ohio, Pennsylvania, Minnesota, California, Kansas, North Dakota and Texas. That there were many changes in the corps of his teaching staff was greatly regretted by Mr. Chapman. Such changes were bound to continue, he pointed out,[79] until the schedule of salaries became at least commensurate with the salary schedule of city public school systems throughout the state, even then it would have to be admitted that the work of the teachers in the blind school is much more exacting and specialized.

Greater emphasis was placed upon industrial training and music than ever before. Two looms were purchased and rug weaving was introduced for the first time. The pre-vocational

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79. Eighth Biennial Report, 1924.

high school and at the same time pursue vocational courses. In order to keep in direct touch with the school system of the state every pupil before leaving into the high school department was, and still is, required to take the regular state eighth grade examination.

The importance of a full school among students in the teaching staff. Accordingly, three core teachers were appointed, who were also given general supervision over the 6th, 7th, and 8th grades, or junior high school. Mr. Chapman used his school core in the selection of his teachers, in this my improving the morale and of the school. His teachers constituted an efficient cosmopolitan group, coming from such distant places as, Ohio, Pennsylvania, Kansas, California, Texas, North Dakota and Iowa. That there were many obstacles in the course of his building plan was readily recognized by Mr. Chapman. That changes were bound to occur, he pointed out,[72] until the schools of minority groups at least commensurate with the salary schedule of city public school systems throughout the state, even then it would take a long time before the work of the teachers in the final school is much more exacting and specialized.

Greater emphasis was placed upon industrial training and music than ever before. Two lunes were purchased and physical training was introduced for the first time. The pre-vocational

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72. Eighth Biennial Report, 1924.

and vocational departments offered to the boys, wood work, hammock tying, chair caning, broom making, piano tuning and repairing; for the girls, domestic science, cutting and making clothing, knitting and crocheting, basketry, ironing and loom weaving. The music department gave instruction of piano, organ, violin and voice. A special teacher in dramatics and vocal expression was employed to give lessons weekly to all students.

An endeavor was made toward completing the equipment of the school in musical instruments, apparatus of various kinds and books embossed in revised braille. The boys industrial department was furnished with adequate tools. For the kindergarten, Mr. Chapman secured sets of the Hill kindergarten floor blocks, the Montessori didactic apparatus, the Hennessey building blocks, and a cabinet of weights and measures. Other articles of equipment purchased included: a complete set of anatomical models, an articulated skeleton, several dissected wood relief maps, pianos, typewriters, a dictaphone and four transcribing machines. An open roller skating rink was laid, as well as several cement walks. "We have every reason to rejoice," wrote Mr. Chapman in his last report, "to know that the work of educating the blind children of the State of Washington is becoming more effective on account of having the proper apparatus at ones command and by having a suitable environment in which to work."

Now the question may be raised, what was Mr. Chapman's philosophy in this "work of educating the blind child of the State of Washington"? His best statement of this was presented in an address delivered at an annual meeting of county school

and vocational departments offered to the boys, wood work, hammock tying, chair caning, loom knitting, piano tuning and repairing for the girls, domestic science, cooking and making clothing, knitting and crocheting, basketry, ironing and loom weaving. The music department gave instruction of piano, organ, violin and voice. A special teacher in dressmaking and vocational prevision was employed to give lessons weekly in all districts.

In summer was made travel supplying the department of the school in material information, equipment of various kinds and books conveyed to various towns. The core industrial department was furnished with elaborate tools. For the industrial garden, ex. Chapman secured seeds of the Hill Kindergarten flower kinds, the workbench of fabric equipment, the Kindergarten building kinds, and a number of relights and exchanges. Other articles of equipment purchased included a sewing kit and of vocational models, an artificial skeleton, various diversified and radical items, glasses, typewriters, a dictaphone and film industrial machines. In some rooms during this year, as well as previous years, "We have every reason to rejoice," wrote Mr. Chapman in his last report, "at some that the work of educating the blind children of the state of Kentucky is keeping pace effectively in accordance of having the proper equipment at hand necessary and by having suitable environment in which to work."

Now the worthies and to relent, what was Mr. Chapman's philosophy in this "Year of Economy the blind school of the State of Kentucky"? His last statement in his annual report in an address delivered at a formal meeting of school school

superintendents.[80] "Our aim is," he said on this occasion, "to receive the blind child of kindergarten age in order to rescue it from the mannerisms and idiosyncrasies into which parents almost universally let the child fall. Through kindergarten activities and games and by means of various devices and by work correlated with physical education, with special training in the use of the hands and sense training in general, the child is taught to find himself. . . . In the school our efforts are all directed toward the goal of rendering the pupils independent in the better sense of that term. The school exists that its pupils may acquire physical balance and poise, mental power in the solution of real problems, the social amenities including how to meet people and how to get along with them, some appreciation of the finer things in art and literature and at least the rudiments of a training for economic independence. Training in morality permeates all of these. Character building takes place not through preachments and useless restrictions but through meeting the problems of the school and of life in an increasingly courageous way." To this end both the boys and girls of the school were taught to care for their own rooms, assigned various duties about the place, and encouraged in every way to develop normally. "Blind people of all others must not grow up to feel that things 'just happen' or 'do themselves' for if so, tragedy will surely follow."

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80. "The Scope and Service the State School for the Blind has to Offer in the Field of Education in the State of Washington", April 26, 1923.

superintendents.80 "One aim is," he said on this occasion, "to develop the higher moral of democracies and to arouse in them the sense of responsibility and intervenmental life which parents almost universally lack the ability to do. Through theater, dance activities and group work by means of various organizations and by more work with personal education, with special training in the use of the hands and some training in economy, the child is taught to find himself. . . . In the school our efforts are all directed toward the goal of rendering the pupils independent in the better sense of that term. The school aims that the pupils may acquire physical training and prudence, mental power in the activities of real problems, the social virtues including the ability to work with others in the long run, some appreciation of the fine arts, in art and literature and at least the rudiments of a training for vocation independence. Training in morality permeates all of these. Character building takes place not through precommands and useless restrictions but through meeting the problems of the school and of life in an interpersonally constructive way." In this and with the help and aids of the school were trained to help the their own rights, assumed various duties which upon the place. Not dominated in every way in having personal. "Other people of all ethnic must not grow up in that that there 'just happens' or 'is there-naive' for it is, strongly dull every, Dalton."

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80. "The Place and Service the Dalton School can Render in Other in the Place of Education in the State of Technical Equipment", April 14, 1928.

Mr. Chapman's long and successful career as an educator of the blind ended on the evening of October 15, 1926, when he passed away, after a long illness. The writer, a student at the institution at the time, recalls the profound sadness that prevailed over the school when Mr. Chapman's death occurred, and how a few days later the entire student body attended the funeral of its beloved superintendent. It was indeed a sad event in the history of the school.

Who was to succeed Mr. Chapman? was the question of the moment on the lips of everyone at the institution. The fear that a superintendent of less ability and understanding might be chosen was re-echoed from mind to mind, not to be dispelled until the joyfully-received announcement that Mrs. Jeanne E. Chapman had been unanimously appointed by the Board of Control to take her husband's place.

Mrs. Chapman, like Mrs. Hall, received her administrative qualifications from first-hand experience as helpmate of her husband. Coming from a distinguished family and graduating from a famous conservatory of music, she had won wide recognition as a viclinist. At the time of her marriage, she taught music at the California School for the Blind; and, until her husband's death, acted in the capacity of violin and orchestra instructor at the Washington School. A better selection as superintendent could not have been made, for her appointment meant that the forward-looking policies of Mr. Chapman were to continue and at the same time the head of the school was to be one respected and loved by both students and teachers.

Dr. Chapman's long and successful career is no minister of the Wilson model. On the evening of October 13, 1899, view he passed away, after a long illness. The writer, a student at the institution at the time, recalls the pathetic notice that appeared over the signature of Dr. Chapman's daily doctor, and few a few days later the entire student body attended the funeral of the beloved superintendent. It was indeed an event in the history of the school.

The lot is assigned Dr. Chapman was the question of the moment on the lips of everyone at the institution. The fact that a superintendent of his ability and understanding might be spared was re-echoed from mouth to mouth, but to be dissatisfied with the judicially-minded administration that Mr. Chapman had been unanimously selected by the board of directors to take her husband's place.

Mrs. Thomas, like Mrs. Dail, received her administrative qualifications from their-that experience as helpmate of her husband. Being from a distinguished family and graduating from a famous conservatory of music, she had her own right as a pianist. At the time of her marriage, she taught music at the Baptist College in the Bluff, with Dr. Thomas's aunt, noted in the capacity of vocalist and composer. Instructor in the Bandolphus School. A fact worthy of superintendent could not have been made, for her experience made that the Thomas-Dailing partnership of Mr. Chapman was to continue and at the same time the fact of the school was to be one presented and lived by dual authority and harmony.

No immediate changes in the administration of the school occurred. Work and play continued at the usual pace, schedules remained the same. Only gradually, almost imperceptibly, did changes take place. Mrs. Chapman had taken up the policies of her husband; but as she grew in her work the horizon of her duties also grew -- these policies she expanded and broadened to their fullest interpretation. She added music courses to comply with public school requirements, promoting at the institution a thirty piece symphony orchestra and jazz band, as well as courses in musical history and appreciation. She built up physical education by engaging for this purpose a former University of Washington athletic star. She put in charge of the boys dormitory a college graduate, who formulated an extensive playground program. In the industrial department she substituted for hammock and broom making the more practical subjects of tennis restringing and wicker furniture manufacturing.

Socialization on the part of the blind students has been foremost among her aims. These children participate in such organizations as the Girl Reserves, affiliated with the Portland Y. M. C. A., the Junior Red Cross, the Honor Torch Society, local clubs and churches, the Portland Junior Symphony, and the National Athletic Association of Schools for the Blind. Her students are allowed many privileges, even to the extent of the intermingling of both sex on the playground and at the dining room table -- a liberty seldom found in schools for the blind, but one which has met with great success at the Washington School.

March 14, 1935.

In Lowestoft Academy in the administration of the school carried. Paul and Clay mentioned at the usual pace, scholar pressing the pace. Only recently, almost impercepti-bly, did change take place. Mr. Gwynne had been or his initiative in her husband; but as she grew in her work the horizon of her duties also grew -- these pertains the algebraic and trans-ceed to their fullest interpretation. She acted with entire in sympathy with public school requirements, preparing in the institution a fairly place experiment centering and just that, as well as course in medical history and appreciation. She built up physical education by engaging for this purpose a former University of Washington athletic star. She put in charge of the boys history a college graduate, who lectu-lated on athletics playground pursuits. In the industrial department she substituted for bamboo and brass making the more practical subjects of trades repairing and other fur-ther manufacturing.

Socialization on the part of the blind industry has been foremost among her aims. These children participate in such organizations as the Girl Reserves, affiliated with the Port-land Y. M. C. A., the Junior Red Cross, the Junior Women Society, local clubs and societies, the Portland Water Company, and the National Athletic Association of Schools for the Blind. Her students are allowed many privileges, even to the extent of the investigating of their own on the playground and in the dining-table -- a liberty seldom found in schools for the blind, but one which has met with great success on the Institution School.

With such a broad and comprehensive educational and social program it is not strange that the Washington School has become recognized as one of the least "institutionalized" schools for the blind in the country.

It is also easy to understand why Mrs. Chapman is regarded by her students almost in the light of a mother. "She has that warm understanding that encircles the world. She never says 'the students' or 'inmates of the blind school'. She speaks of them as 'her boys', and 'her girls' with genuine friendliness and sincere sympathy in her voice. Her understanding and sympathy reaches far beyond the limits of the one-time typical institution head."[81]

And her interest in the achievements of graduates of the school is ever present. In all reports to the Board of Control she points with pride to the accomplishments of this or that former pupil -- and she is wholly justified in doing this, for out of a total of fifty-one high school graduates over a period of ten years, and without financial help from the State, twenty-four have pursued higher education; of the twenty-seven remaining, twenty-six are gainfully employed.[82] It is also a widely publicized fact that "blind students at the University of Washington get much higher grades than the average student unimpeded by lack of sight."[83] Since 1929 eight valuable scholarships have been obtained through Mrs. Chapman's intervention -- three from

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81. The Seattle Times, April 11, 1934.
82. See table in appendix giving occupations of graduates.
83. This statement is quoted from the Woburn Times, Woburn, Mass., March 14, 1935.

with such a broad and comprehensive educational and social program it is not strange that the Washington School has become recognized as one of the least "institutionalized" schools for the blind in the country.

It is also easy to understand why Ann Sullivan is revered by her students almost in the light of a mother. "She has that rare understanding that energizes the young. Her career says 'the students' in 'Jewels of the Silent Night'. The system of them as 'her boys', and 'her girls' with genuine friendliness and sincere sympathy in her voice. Her determination and vibrating personality in her voice. Her determination and vibrating pulses far beyond the limits of the ordinary typical institution head."[21]

And her interest in the achievements of graduates of the school is ever present. In all reports to the Board of Directors she points with pride to the accomplishments of this or that former pupil -- and she is equally justified in taking this, for out of a total of fifty-one high school graduates over a period of ten years, and without financial help from the state, twenty-four have pursued higher education; of the twenty-seven remaining, twenty-six are gainfully employed.[22] It is also a matter of pleased fact that blind students in the University of Washington get much higher grades than the average student enrolled by. Dean of stage.[23] Since 1927 many valuable scholarships have been obtained through her. Teacher's interaction -- three from

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21. The Seattle Times, April 11, 1934.
22. See table in appendix giving occupations of graduates.
23. This statement is quoted from the Spokane Times, Spokane, Wash., March 14, 1934.

Perkins Institution for the Harvard Course on the Education of the Blind, three from the American Foundation for the Blind, and two from the Cornish School of Music, Seattle.

From these several scholarships and the scholastic achievements of graduates, the Washington School has gained recognition of prominence in the educational work for the blind. The crowning of this recognition came in 1930 when the school was honored by being unanimously selected by members of the American Association of Instructors of the Blind as the meeting place for the Thirteenth Biennial Convention of that organization. To this convention, which lasted from June 23 to June 27, came delegates from all sections of the Union, with twenty-six states represented, and from Hawii and two Canadian Provances. The papers presented at the sessions were interesting, the discussions on numerous phases of work for the blind valuable, and the automobile excursions to Hood River, Oregon, and to Longview, Washington, enjoyable to the visitors. A hope of Mr. Chapman's, expressed back in 1922, that the Washington School be chosen as host to a convention of the American Association of Instructors of the Blind, had come true; just as his other hopes concerning the Washington School are now being realized under the splendid guidance of Mrs. Chapman.

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prizes instituted for the Sabbath School in the Kindergarten of the Blind, three from the American Foundation for the Blind, and two from the Perkins School of Blind, Boston.

From these several commendations and the personal interviews of graduates, the Washington School has gained recognition of prominence in the educational work for the blind. The growing of this recognition seems to have been the school was honored by being exceptionally selected by members of the American Association of Instructors of the Blind as the meeting place for the Thirteenth Biennial Convention of that organization. In this convention, which lasted from June 25 to June 29, some delegates from all sections of the Union, with twenty-six states represented, met from Maryland and the Dominion Province. The place presented at the meetings were interesting, the discussions on numerous phases of work for the blind valuable, and the fellowship enjoyed by some great, great, and it long-tried, Washington, enjoyable to the visitors. A page of an "Chamber's" magazine back in 1893, that the Washington School be closed as not to a government of the American Association of Instructors of the Blind, but some lower, and as the other lodge concerning the Washington School are not being related under the Spanish Pilgrims of Mrs. Chamber.

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CONCLUSION

The prevailing spirit in the Territory of Washington that perceived the true meaning of public school education as an instrument in molding state and national life, also saw the need for a territorial school in which handicapped children -- the deaf and dumb, the blind, and the feeble-minded -- might be trained to become useful and law-abiding citizens. To this end, the Washington School for Defective Youth was established nearly a half century ago.

Like other similar state institutions, its roots were buried deep in the soil of earlier legislation relating to the indigent and handicapped classes. Like other schools, too, its beginning was humble and precarious to its own well-being. Yet it survived and grew. And, as we have already seen, it soon became necessary to divide the School for Defective Youth into two institutions, one for the deaf and blind, and the other for the feeble-minded; still later, to create separate institutions for the deaf and for the blind.

It is of the history of the latter, the Washington State School for the Blind, that this study has concerned itself. And in tracing this history, two facts stand out above all others; first, the absence of political interference in the development of the school, and, second, the high types of leadership which have directed its progress.

While neighboring schools for the blind were suffering immeasurably from political intervention, hindered by frequent

CONCLUSION

The prevailing spirit in the Territory of Michigan that permeated the true character of public school education is an instrument in molding state and national life, also was the need for a territorial school in which handicapped children — the deaf and dumb, the blind, and the feeble-minded — might be trained to become useful and law-abiding citizens. To this end, the Legislature turned for Territorial Youth was established nearly a half century ago.

Like other civilized state institutions, its roots were buried deep in the soil of early legislation relating to the indigent and handicapped classes. Like other schools, too, its beginning was humble and precarious in its new environment. Yet it survived and grew. And, as in most other cases, it was found necessary to divide its labors into two institutions, one for the deaf and blind, and its sister for the feeble-minded; still later, to create separate institutions for the deaf and for the blind.

It is of the history of its infancy, the vacillating state toward for the blind, that this study has concerned itself. And in tracing this history, the facts stand out above all others that, the absence of political interference in the development of the school, and, second, the high type of leadership which gave direction to its progress.

While indifferent economic for the blind were activing inescapably from political interventions, hindered by frequent

changes in administration, embarrassed by investigation after investigation and hampered by legislative wranglings, the Washington School continued quietly and unimpeded along the course of its development. None of its superintendents were appointed or dismissed for political reasons, never was it subjected to legislative investigation, and only once in its entire history was there a glimmering of political dissatisfaction at the manner in which the school was being managed. This is indeed a fine record.

Yet such record could never have been made without able administrators. All the superintendents of the Washington School have been men and women of good training and long experience who were genuinely interested in the welfare of the blind. Each has given that which his own or her own period of office needed most: James Watson laid the foundation of the school, Thomas Clarke spread its name, the Halls built its present plant, Herbert Chapman raised its curriculum to accredited standards, and Mrs. Chapman brought it socialization. To these splendid administrators, and to the wholehearted co-operation of former governors, legislators and members of boards of control must be given credit for the past and present success of the Washington State School for the Blind.

charges in administration, authorized by investigation after investigation and suggested by legislative committees, the Massachusetts School committee quietly and unchanged along the course of its development. None of its predecessors were accepted or dismissed for political reasons, never was it subjected to legislative investigation, and only once in the entire history was there a grievance or publicity dispute. Partly at the manner in which the school was being managed. This is indeed a fine record.

Yet such records which have been such without this administrators. All the superintendents of the Massachusetts School have been men and women of good training and large experience who were genuinely interested in the welfare of the wards. Each has given that which his own or her own period or entire career could lend to the promotion of the school. Three times during several its years, the State visit its present plant. Between changes which the curriculum to educational standards, and then, Governor Brooks in appointing. To these activity administrators, who in the state-wide as-superiors of former governors, legislators and members of boards of parole must be given credit for the good and praiseworthy records of the Massachusetts State School for the Blind.

APPENDIX

A CHRONOLOGICAL OUTLINE OF THE DEVELOPMENT OF THE WASHINGTON STATE SCHOOL FOR THE BLIND

1886. Feb. 3d, Gov. Watson C. Squire signs an act of the Territorial Legislature, establishing a School for Defective Youth at Vancouver, in Clark County, for the education of the deaf, blind and feeble-minded youth of the Territory.

Board of Trustees appointed by the governor, take immediate steps to organize and preceed to the performance of their official duties. Transport small class of deaf mutes from Tacoma with their teacher, a Presbyterian pastor, to Vancouver. Rev. W. D. McFarland, the teacher, becomes first Director. Rent a small house in the center of Vancouver, in which school work commences on March 11th.

Feb. 24th, a land commission appointed by Governor agrees upon and selects a site containing 129 acres. Public-spirited members of the Vancouver Board of Trade subscribe and collect funds sufficient to purchase this land to to erect a building to be used as school house and living quarters; ready for occupancy in the summer.

1887. June, Rev. W. D. McFarland resigns as Director, and is succeeded by James Watson, an instructor of long experience.

Second term begins on Wednesday of the last week in August with twenty pupils in attendance, only one of whom is blind -- Harry E. Applegate of Tacoma, who becomes the first blind pupil of the school. Embossed books are donated by Perkins Institution.

1888. Territorial Legislature appropriates $30,000 for the erection of a new building. Contract awarded on May 24th.

1890. United States census shows that there are fifty-one deaf and seventy-eight blind youths under the age of twenty-one years residing in the state.

School population numbers twenty-five deaf and one blind.

Legislature appropriates $20,000 for the erection of a building for the feeble-minded, which is completed in 1892. In 1909 the department for the blind takes over this building and property, the site of the present school.

A compulsory education law is enacted, compelling all defective children to attend school.

1891. A joint Senate and House Committee visits the school and reports its findings.

The department for the blind has four pupils and is taught by one teacher, who is also instructor of the highest class in the department for the deaf.

A CHRONOLOGICAL RECORD OF THE DEVELOPMENT OF THE WASHINGTON STATE SCHOOL FOR THE BLIND

1888. Feb. 24, Gov. Eugene E. Semple signs an act of the Territorial Legislature, establishing a School for Deaf Youth at Vancouver, in Clark County, for the education of the deaf, blind and feeble-minded youth of the Territory.

Board of Trustees appointed by the governor, take immediate steps to organize and proceed to the performance of their official duties. Transport small class of deaf mutes from Tacoma with their teacher, a Presbyterian pastor, to Vancouver. Mrs. E. E. McFarland, the teacher, becomes First Director. Rent a small house in the center of Vancouver, in which school work commences on March 11th.

Feb. 24th, a land conveyance executed by Caroline Alvord and relinquishes a site considered too cramped. Legislature approves of the Vancouver board of trustees action in authorizing the purchase of this property and collect funds sufficient to purchase this land to be used as a building to be used as school house and living quarters, ready for occupancy in the summer.

1889. June, Mrs. E. E. McFarland resigns as Director, and is succeeded by James Waters, an instructor of long experience.

Second term begins on September 2d the last week in August with twenty pupils in attendance, only one of whom is blind — Harry E. Langmade of Tacoma, who becomes the first blind pupil of the school. Embossed books are donated by Perkins Institution.

1890. Territorial Legislature appropriates $20,000 for the erection of a new building. Contract awarded on May 27th.

1890. United States census shows that there are fifty-one deaf and seventy-eight blind persons under the age of twenty-one years residing in the state.

School population numbers twenty-five deaf and one blind. Legislature appropriates $25,000 for the erection of a building for the feeble-minded, which is completed in 1892. In 1909 the department for the blind takes over this building and property, the site of the present school.

A compulsory education law is enacted, compelling all delinquent children to attend school.

1891. A joint Senate and House Committee visits the school and recommends its removal.

The department for the blind has four pupils and is caught in one room, who is also instructor of the blind also in the department for the deaf.

1892. The department for the blind has ten members, and is placed under the direction of Miss H. C. Pettit, who remains sole instructor of the department for seven years.
Dec. 8th, the department for the feeble-minded is opened.

1897. A State Code of Public Instruction is printed in which is included all the laws relating to the State School for Defective Youth.

1900. Members of the Oregon Board of Education visit the school with a view of taking back to Oregon improved knowledge on the education of the blind and deaf.

1901. State Board of Control is created, but the School for Defective Youth is not put under its full jurisdiction.
Robert Irwin becomes first blind graduate of the school.

1903. Ernest Lister, Chairman of the Board of Control, recommends to the Legislature that the State School for Defective Youth be made into three separate schools -- that the feeble-minded children be established at another point, and that the deaf and blind be separated.

1905. The Legislature provides a division of the State School for Defective Youth and renames the institution "State School for the Deaf and Blind". The State Institution for Feeble-Minded is established and opens at Medical Lake in Eastern Washington the following year.

1906. January 1st, Thomas P. Clarke succeeds James Watson as Director of the State School for the Deaf and Blind.
The population of the blind department has grown to thirty-one.

1907. The Legislature appropriates $112,350 for the biennium, and increases the maintenance from $162 to $252 yearly per capita. Many changes and improvements, chief among which is an increased number of teachers in both departments.
Emphasis is placed upon industrial training.

1909. Legislature makes separate appropriations for the deaf and the blind, but does not create separate institutions.
The State School for the Deaf and Blind is placed under the complete management of the Board of Control.
The opening and closing dates of the school term is changed. "Superintendent" is the name given the head of the school in place of "Director". The duties and qualifications of the Superintendent are stated by law.
George Mullen becomes principal of the school for the blind under Mr. Clarke's superintendency.

1925. The department for the blind has two members, one is Edward Sainer the director of Miss H. O. Pettit, who remains sole instructor of the department for seven years.
Pos. 5th, the department for the Feeble-minded is vacant.

1927. A state Code of Public Instruction is pending in which is included all the laws relating to the State School for Defective Youth.

1928. Members of the Oregon Board of Education start the second with a view of taking back to Oregon Experiment Institute on the education of the blind and deaf.

1931. State Board of Control is created, but the School for Defective Youth is not yet under its full jurisdiction. School Data becomes first blind graduate of the school.

1933. Bryant Lister, Chairman of the Board of Control, recommends to the Legislature that the State School for Defective Youth be made into three separate schools, -- that the feeble-minded children be established at another place, and that the deaf and blind be separated.

1935. The Legislature provides a division of the State School for Defective Youth and renames the institution "State School for the Deaf and Blind". The School Institution for Feeble-minded is established and opens at Salem in October nineteen ninety five.

1936. January 1st, Turner F. Glenn assumes duties as Director of the State School for the Deaf and Blind. The regulation of the blind department was given to Miss Pettit.

1937. The Legislature appropriates $113,500 for the biennium, and increases the maintenance from $125 to $200 yearly per capita. Many changes and improvements, called among which is an increased number of teachers in both departments.
Emphasis is placed upon industrial training.

1939. Legislature makes separate appropriations for the deaf and the blind, but does not enable separate institutions. The State School for the Deaf and Blind is placed under the complete management of the Board of Control. The specific and clearing data of the school have is changed. "Superintendent" is the name given the head of the school in place of "Director". The duties and qualifications of the Superintendent are stated by law.
George Willis becomes principal of the school for the blind under Mr. Glenn's supervision.

1911. $50,000 is appropriated for the purpose of building and furnishing two dormitories, one for the girls and one for the boys. These are completed in 1912 and are still used.

1912. April 12th, a commission is appointed by Gov. M. E. Hay to make an investigation of all the state institutions; later submits a detailed report on the conditions of the school for the blind.

1913. Feb. 14th, the State School for the Deaf and Blind is divided into two legally separate institutions -- the State School for the Blind and the State School for the Deaf.
Sep., W. B. Hall, Head of the Kansas State School for the Blind, becomes the first superintendent of the Washington School for the Blind. Brings with him several experienced teachers from the Kansas School.
Greater emphasis given to industrial training. Broom making introduced; piano rebuilding taught systematically for first time.

1915. Legislature appropriates $800 to establish a summer school for adult blind at the State School, the second summer school for the blind in the U.S. This venture discontinued in 1920.
Legislature appropriates $75,000 for the erection of the administration building, vetoed by Governor, but passes later.
Oct. 25th, Mr. Hall dies, and Mrs. Sadie Hall, his wife, becomes superintendent.

1916. Administration building finished. Mrs. Hall carries on the policies of her husband.

1918. Boys' industrial building is built, costing $10,000.

1919. An Estey organ installed in auditorium.

1920-1926. Mrs. Hall resigns, and Mr. Herbert R. Chapman, formerly head of the California School for the Blind, and long connected with the Colorado School, becomes superintendent, September 1st.
Introduces a complete high school course of study following that perscribed for the public schools of the state.
Only well trained and highly qualified teachers employed.
Interior painting and decorating of the administration building. Skating rink and cement work in rear of administration building put in and extensive repairs to heating plant made. New equipment purchased.
Enlargement of library collection and science equipment.
Re-organization of shop and the purchase of tools

1911. $[illegible]$ is appropriated for the purpose of building and furnishing two dormitories, one for the girls and one for the boys. These are completed in 1912 and are still used.

1912. April 12th, a commission is appointed by Gov. R. L. Ord to make an investigation of all the state institutions; later submits a detailed report on the condition of the school for the blind.

1913. Gov. Ord, the state board for the Deaf and Blind is divided into two legally separate institutions -- the State School for the Blind and the State School for the Deaf.

Gov. E. Hill, head of the Lamoa State School for the Blind, becomes the first superintendent of the Washington School for the Blind. Hill's wife Eliza several experienced teachers from the Lamoa School. Greater emphasis given to industrial training. Broom making introduced; state establishes legal existence-- day for first time.

1915. Legislature appropriates $[illegible]$ to establish a summer school for adult blind at the State School, the second summer school for the blind in the U.S. This venture discontinued in 1920.

Legislature appropriates $[illegible]$ for the erection of the administration building, which is finished, $[illegible]$ later.

Gov. Hill, Mr. Hill died, and Mrs. Eliza Hill, his wife, becomes superintendent.

1918. Administration building finished. Mrs. Hill carries on the policies of her husband.

1918. Boys' industrial training is built, costing $[illegible].

1919. An Eight grade implemented in curriculum.

1920. Mrs. Hill resigns, and Mr. Herbert R. Chapman, formerly head of the Cincinnati School for the Blind, and Miss Annabel with the Cincinnati School, becomes superintendent, beginning 1921.

Introduces a complete high school course of study following that prescribed for the public schools of the state. Only well trained and highly qualified teachers employed. Greater patients and sympathy of the philanthropic public. Special rule and present more in year of administration building; yet is and otherwise repairs in better good repair. Her assignment provided. Enlargement of library activities and science equipment. Reorganization of shop and the purchase of tools

1926- Oct. 15th, death of Mr. Chapman, appointment of Mrs.
1935. Chapman, his wife, as superintendent.

Continues the work in literary department as outlined by state law.

Adds music courses to comply with public school requirements.

Builds up physical education department by engaging a university graduate for this work. Hires university graduate to take charge of boys dormitory and plan a play-ground program.

Socialization of the blind is emphasized. Pupils participate in such organizations as: the Girl Reserves, the Junior Red Cross, the Torch Honor Society, the National Athletic Association of Schools for the Blind and Portland Junior Symphony Orchestra. Participation in programs given by the high schools of three counties, the Music Teachers Association Concerts, clubs and at churches.

Scholarships are applied for. Within the past five years, three have been awarded to school graduates by Perkins Institution, three by the American Foundation for the Blind and one free and one partial scholarship at the Cornish School of Music, Seattle.

1930, the school is host to the national convention of of the American Association of Instructors of the Blind.

1934, opening of school term, Oct. 1st, 102 pupils in residence.

1935, spring, Department of Finance, Budget and Business created to take the place of the Department of Business Control and another former state department.

Legislature appropriates money to build a new primary building, heating plant and water system. PWA sets aside $15,000 for school equipment -- in all making a total of $94,500. Construction of the new buildings to begin in the summer.

OCCUPATIONS OF GRADUATES

	Girls	Boys	Total
Total No. Graduates (1924-1934)	24	27	51

Graduates of Normal Schools and Universities	6
Students attending Normal Schools or Universities during the period	10
Students having taken the Harvard Course at Perkins	3
Students on scholarship at business colleges	3
Students on scholarship at Cornish School of Music	2
	24

Teachers now holding positions	5
Home Teachers	1
Newly appointed Teachers	1
	7

Piano Tuners	5
Physic-Therapy	1
Hotel Worker	1
Orchestra Players and Musicians	6
Salesmen and Broom-makers (including college student)	5
Married (girls)	4
Braille Transcribers	4
	26

There are at least six girls who take more than the average responsibilities of home-making, all of whom are totally blind.

OCCUPATIONS OF GRADUATES

Total No. Graduates (1924-1931)	Girls	Boys	Total
	24	12	36
Graduates of Normal Schools and University			6
Students attending Normal Schools or Universities during the period			11
Students during time the Harvard Corps is Posted			1
Students on scholarship at Institutes			1
Students on scholarship at Counsel Bureau of Education			1
			20
Teachers now holding positions			8
Home Teachers			1
Newly appointed Teachers			1
			10
Place Unknown			1
Private Nursing			1
Total Marriage			1
Operating Clerks and Dressmakers			1
Salesmen and Home-makers (including railway workers)			1
Married (Girls)			4
Health Inspectors			1
			12

There are at least six girls who have more than the average responsibilities of home-making, all of whom are totally blind.

DIGEST OF WASHINGTON LAWS CONCERNING THE BLIND
(From 1886 to 1934)

1886, p. 136: To establish and locate the Washington School for Defective Youth, for the education of the deaf, blind and feeble minded youth of the Territory of Washington; tuition fee; appointment, duties and powers of the Board of Trustees; financial and official year; appointment, qualifications, powers, duties, salary and removal of Director; etc., etc.

1888, ch. 45, p. 82: To provide for the erection of a building for the Washington School for Defective Youth near Vancouver, in Clark County, and to appropriate money ($30,000) therefor.

1889, ch. 1, p. 7: Appropriating money for the support of the Washington School for Defective Youth, ($12,000 to defray expenses from April 1, 1890 to April 1, 1891).

1890, ch. 1, p. 17: To provide for the completion of the building at the Washington School for Defective Youth, and to appropriate money ($20,000) therefor.

1890, ch. 16, p. 497: To provide for the compulsory education of defective youths, and to provide penalties for the violation of the same.

1897, ch. 118, p. 443-448: Code of Public Instruction.

1899, ch. 81, p. 130: Amendatory of law relating to School for Defective Youth.

1901, ch. 119, p. 249: Creating a State Board of Control, and to provide for the government control and maintenance of the several state institutions, and repealing conflicting laws.

1903, ch. 17, p. 17: Appropriating money for the maintenance of the Washington School for Defective Youth.

1903, ch. 32, p. 36: To provide for the purchase of additional land adjoining the grounds of the State School for Defective Youth, and making an appropriation therefor.

1903, ch. 140, p. 266: Amending act relative to the State School for Defective Youth in Ballinger's Code, sec. 7475, and Pierce's Code, stating who may be admitted and the time of the school term.

LIST OF MISCELLANEOUS BILLS INCLUDING THE SALES
TAX ACT IN 1941

1969. c. 184: To establish and locate the Washington Animal Industry Farm, for the education of the deaf, blind and feeble minded youth of the Territory of Washington; utilize land, equipment, duties and powers of the Board of Trustees; financial and official years, appointment, qualifications, powers, duties, salary and removal of Trustees; etc.

1968. ch. 89. p. 87: To provide for the erection of a building for the Washington School for Defective Youth, and in addition thereto, in Clark County, and to appropriate money (#30,000) therefor.

1969. ch. 7. p. 9: Appropriating money for the support of the Washington School for Defective Youth, (#2,000 to defray expenses from April 1, 1890 to April 1, 1891).

1970. ch. 1. p. 17: To provide for the completion of the building at the Washington School for Defective Youth, and to appropriate money (#30,000) therefor.

1972. ch. 24. p. 107: To provide for the educational benefit of defective youths, and to provide penalties for the violation of the same.

1973. ch. 128. p. 447-449: Code of Public Instruction.

1973. ch. 42. p. 129: Institute of Instructing to School for Defective Youth.

1973. ch. 114. p. 249: Creating a State Board of Control, and to provide for the permanent capital and maintenance of the several state institutions, and repealing conflicting laws.

1973. ch. 17. p. 17: Appropriating money for the maintenance of the Washington School for Defective Youth.

1975. ch. 52. p. 49: To provide for the purchase of additional land adjoining the grounds of the State School for Defective Youth, and making an appropriation therefor.

1975. ch. 140. p. 209: Describing and relating to the state School for Feebleminded Youth in Dallingerville Town, sec. 34, and Pierce's Code, stating who may be admitted to the time of the second term.

1905, ch. 70, p. 133: Providing for the care of defective and feeble minded youth, establishing an institution therefor, providing the construction of buildings, making an appropriation, and declaring an emergency. (Sec. 10: the blind to occupy the vacant building formerly used by the feeble minded children.)

1905, ch. 139, p. 254: An act to change the name of the State Institution located at Vancouver from "State School for Defective Youth" to "State School for Deaf and Blind".

1907, ch. 166, p. 378: An act relating to the government, management and control of the public institutions and educational institutions, and the State Capital buildings and grounds.

1909, ch. 97, p. 258, School Code: An act establishing, providing for maintenance of, and relating to a general and uniform school system for the State of Washington, in which is included the state schools for defective youth. Sub-chapter 5, pp. 258-260, treat the State School for Deaf and Blind: term, admission, control of, superintendent, census report, compulsory education, expense, etc., etc.

1911, ch. 58, p. 318: An act relating to the State School for the Blind, and making an appropriation of $50,000 for buildings for the same.

1913, ch. 10, p. 67: Creating a State School for the Deaf and a State School for the Blind.

1915, ch. 107, p. 308: An act relating to the State Board of Control, and amending section 8933 of Remington and Ballinger's Annotated Codes and Statutes of Washington.

1917, ch. 67, p. 228: An appropriation for the completion of the administration and school building at the State School for the Blind.

1921, ch. 72, p. 207: An act relating to and providing for the industrial education and the marketing of industrial products of the adult blind, providing for county aid therefor, making an appropriation, and providing penalties for the violation thereof.

1933, ch. 102, p. 417: An act relating to indigent blind persons, providing funds for such purpose and providing penalties.

1933, ch. 176, p. 685: Providing for the acceptance of benefits of an Act of Congress making provisions for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment, designating the State Board of Vocational Education as the board to co-operate with the Federal Board of Vocational Education in carrying out the provisions of the said act of Congress, and defining duties and powers of said board and making an appropriation.

1918. ch. 70, p. 128; Provides for the care of dependent and indigent aged people, establishing an institution therefor, providing the construction of buildings, making an appropriation, and depending on contributions. (See, in the bill to amend the vocational training formerly used by the legislature.)

1919. ch. 120, p. 188; An act to change the name of the state institution located at Vandalia from "State School for Defective Youth" to "State School for Deaf and Blind".

1920. ch. 100, p. 178; An act relating to the government, management and control of the public institutions and educational institutions, and the State Capital building and grounds.

1921. ch. 87, p. 128; School Laws; an act "relating to, providing for maintenance of, and relating to a general and uniform school system for the state of Indiana". It sets up a fund for the state schools for defective youth. Subsequently, i.e. 1923-200, treats the state school for deaf and blind, admission, medical, hospitalization, assist support, compulsory education, supplies, etc., etc.

1922. ch. 58, p. 218; An act relating to the state school for the blind, and making an appropriation of $20,000 for building for the same.

1923. ch. 10, p. 67; Creating a state school for the deaf and a state school for the blind.

1924. ch. 107, p. 205; An act relating to the State Board of Control, and creating certain duties of inspection and delinquent's private. Cools and stations of workhouses.

1927. ch. 67, p. 109; An appropriation for the acquisition of the educational and school building at the State School for the Blind.

1929. ch. 79, p. 207; An act relating to and providing for the industrial education and the establishing of industrial schools of the public kind, prescribing the manner of instruction, making an appropriation, and providing penalties for the violation thereof.

1929. ch. 154, p. 417; An act relating to industrial school centers, providing funds for that purpose and providing penalties.

1929. ch. 170, p. 488; Providing for the acquisition of industry of an act of Congress making appropriations for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment, instituting the State Board of Vocational Education as the legal to cooperate with the Federal Board of Vocational Education in carrying out the provisions of the said act of Congress, and defining duties and powers of said Board and making an appropriation.